



LEARNING FACILITATOR'S MANUAL

Modules 1-6



Learning
Technologies
Branch

Alberta
LEARNING

Social Studies 9

Modules 1 – 6

LEARNING FACILITATOR'S MANUAL



NOTE: This Social Studies 9 Learning Facilitator's Manual contains the Final Test and answers to the Final Test and to the teacher-assessed assignments; therefore, teachers should at all times keep it secure against unauthorized student access. The Final Test should be accessible to students only in supervised situations.

Social Studies 9
Modules 1–6
Learning Facilitator's Manual
Learning Technologies Branch
ISBN 0-7741-1708-7

This document is intended for	
Students	
Teachers	✓
Administrators	
Parents	
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Learning, <http://www.learning.gov.ab.ca>
- Learning Technologies Branch, <http://www.learning.gov.ab.ca/ltb>
- Learning Resources Distributing Centre, <http://www.lrdc.edc.gov.ab.ca/>

The use of the Internet is optional. Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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Teachers

Register with the Learning Technologies Branch

The Learning Technologies Branch is dedicated to upgrading and continually improving your Learning Facilitator's Manual so that it accurately reflects any necessary revisions we have had to make in the Student Module Booklet, Assignment Booklet, or the sample Final Test. The types of revisions that will be made are those that make the course more accurate, more current, or more effective.

LTB will send you the **latest enhancements** or **minor upgrades** for your Learning Facilitator's Manual if you register with us. To do so, please fill out the registration portion of this page and return this page to: Learning Technologies Branch, Box 4000, Barrhead, Alberta T7N 1P4, Attention: Instructional Design and Development.

LTB Learning Facilitator's Manual Registration Form

First Name

Surname

School Name

School Phone Number

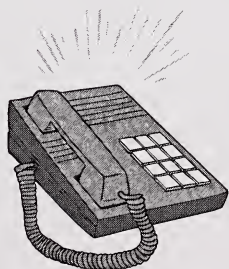
School Address

City

Postal Code

Course Title

Approximate Date of Purchase



You can help ensure that distance learning courseware is of top quality by letting us know of areas that need to be adjusted. Call the Learning Technologies Branch, free of charge by dialling 310-0000, entering 674-5350, and asking for the Editing Unit. Also, a teacher questionnaire has been included at the back of most Learning Facilitator's Manuals. Please take a moment to fill it out.

We look forward to hearing from you!

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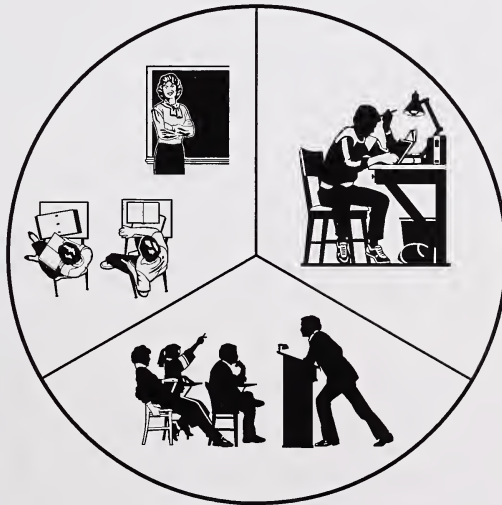
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Introduction

A survey of these course materials will confirm that this learning package has been specially designed for many kinds of teachers working in a variety of situations.

In Which Category Do You Fit?

- ☐ Small Schools Teacher
 - ☐ inexperienced
 - ☐ experienced, but in other subject areas
 - ☐ experienced in teaching Social Studies 9, but wanting to try a different approach
- ☐ Distance Learning Teacher
 - ☐ travelling to schools within the region
 - ☐ using facsimile and teleconferences to teach students within the region
- ☐ Large Schools Teacher
 - ☐ inexperienced
 - ☐ experienced in teaching Social Studies 9, but wanting to try a different approach



Because these materials have been created by experienced classroom teachers and distance learning specialists, they have many advantages for students and teachers, regardless of the situation.

Advantages for Students

Materials

- incorporate a strong learner-centred philosophy
- promote such qualities in the learner as autonomy, independence, and flexibility
- are developed through media that suit the needs and circumstances of the learner
- reflect the experiential background of Alberta students
- provide opportunities by overcoming barriers that result from geographical location
- promote individualized learning, allowing learners to work at their own pace

Advantages for Teachers

Materials

- allow teachers maximum teaching time and minimize preparation time
- include different routes through the materials to suit different learners
- incorporate a wide range of teaching strategies, in particular those using independent and individual learning
- deliver curriculum designed by education specialists that reflects the Alberta Learning Program of Studies with an emphasis on Canadian content
- provide learning materials that are upwardly compatible with advanced educational technology

Does this learning package sound like something you could use?

This Learning Facilitator's Manual begins with an overview of the current Alberta Learning Program of Studies for Social Studies 9. This summary is included for inexperienced teachers or those teachers who have found themselves teaching Social Studies 9 when their training is in other subject areas. This brief description is not meant to replace the Alberta Learning Program of Studies, but rather to help teachers confirm the highlights of the program.

Other parts of this introduction have also been included to help teachers become familiar with this learning package and determine how they might want to use it in their classrooms.

Beyond the introduction, the guide itself contains answers, models, explanations, and other tips generated by the teachers who authored this course.

The Student Module Booklets, Assignment Booklets, and LFM's are the products of experienced classroom teachers and distance learning specialists. It is the hope of these teachers that their experience can be shared with those who want to take advantage of it.



Overview of the Program of Studies

Rationale and Philosophy

“The aim of education is to develop the knowledge, the skills and the positive attitudes of individuals, so that they will be self-confident, capable and committed to setting goals, making informed choices and acting in ways that will improve their own lives and the life of their community.”

– Secondary Education in Alberta (June 1985)

Social Studies assists students to acquire the basic knowledge, skills, and positive attitudes needed to be responsible citizens and contributing members of society. The content of social studies draws upon history, geography, economics, other social sciences, the behavioural sciences, and the humanities. The content serves as the context in which important skills and attitudes are developed.

Goals and Objectives

Ultimate goal: Responsible citizenship

Component goal: Development of critical thinking

The responsible citizen uses the knowledge, skills, and attitudes acquired in the school, the family, and the community.

The Social Studies Program of Studies outlines three fundamental objectives.

Knowledge Objectives

These objectives take into account the history of our community, the nature of a democratic society, an understanding of the nature of humanity, and an understanding of our social, political, technological, and economic environment.

Skills Objectives

These skills are grouped into three classifications:

- Process skills
- Participation skills
- Communication skills

Attitudes Objectives

These attitude objectives describe a way of thinking, feeling, or acting and are developed through a variety of learning experiences that encompass knowledge and skill objectives. It is hoped that students will develop the attitudes commensurate with good citizenship.

Overview of Social Studies 9

The focus of Social Studies 9 is on industrialization and the way in which the United States and the former Soviet Union organized themselves economically. Canada's mixed economy will be examined as well, along with issues related to technological changes. Economic growth and organization will be explored as they relate to quality of life.

Every nation must find a way of dealing with the fundamental economic problems of scarcity: What is to be produced? How will it be produced? Who will receive it? The answers to these questions differed in the U.S.A. and the former USSR. In Canada, aspects of both approaches can be found. These differing ways of addressing the problem of scarcity are the chief concern of Social Studies 9.

The course is divided into three topics. Each topic consists of two modules.

Economic Growth: Differing Perspectives

Topic A Economic Growth: U.S.A.	Module 1: Industrialization and the Market Economy of the United States
	Module 2: The American Economy
Topic B Economic Growth: the Former USSR	Module 3: Industrialization of the Former Soviet Union
	Module 4: Central Planning and Change in the Former Soviet Union
Topic C Canada: Responding to Change	Module 5: Canada Responding to Change
	Module 6: The Development of Canada's Mixed Economy

Each of the three topics is structured around a major generalization:

TOPIC A: A market economy has been the vehicle for economic growth in the United States.

TOPIC B: A centrally planned economy was the vehicle for growth in the former Soviet Union.

TOPIC C: Economic growth and technological change affect the quality of life.

It is important that students not only master the factual material presented in this course, but also acquire certain skills and, it is hoped, come to develop certain attitudes. Some of the important skills and attitudes are listed below.

Skills

- locating, arranging, and interpreting data
- making notes
- using charts, concept maps, and graphic organizers
- surveying textual material to extract pertinent information
- making inferences
- making generalizations
- taking and defending positions
- discussing ideas with a group or another individual
- constructing time lines

Attitudes

- developing an appreciation of the ways in which different economic systems meet people's needs
- developing an appreciation of the need for balance between freedom and responsibility
- developing an appreciation of the different factors contributing to quality of life
- developing an acceptance that change is a common feature in life
- developing a concern for economic issues facing Canada
- developing an awareness of the impact of modern technology

Time Considerations

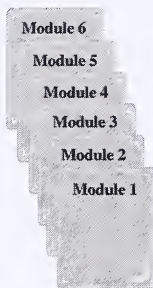
There are six modules of roughly equal length in Social Studies 9. In a school year of thirty-seven to thirty-eight weeks, this would mean spending roughly six weeks on each module with time left over for review. It would be wise for you, as the learning facilitator, to examine the entire course carefully before establishing your own time lines. You may determine that some modules can be given slightly more or less attention.

Structure of the Learning Package

Basic Design

This learning package involves many other components in addition to the Learning Facilitator's Manual. A survey of the components will show you that the course is divided into clumps of learning called modules. For each module there are three print components: a Student Module Booklet and two Assignment Booklets.

Student Module Booklets



Student Module Booklets contain guided activities that instruct students in a relevant, realistic setting.

These booklets have been specially designed to promote such qualities in the learner as autonomy, independence, and flexibility. Writers have incorporated such teaching strategies as working from the concrete to the abstract, linking the old to the new, getting students actively involved, and using advance, intermediate, and post organizers. Many other techniques are used to cater to individual learning styles and preferences. The materials have been designed to include a variety of pathways and options because they are intended for a broad range of use within and beyond Alberta.

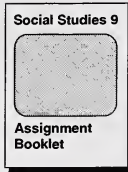
The structure of the Student Module Booklets follows a systematic design. Each booklet begins with a detailed table of contents that shows the students all of the main steps; this page acts as an organizer for students. The Module Overview introduces the module topic or theme and includes a graphic representation to help visual learners and poor readers. This introduction also includes an evaluation statement, so students are informed of the weightings of each assignment.

Contents
Overview Evaluation
Section 1 Activity 1 Activity 2 etc.
Section 2 Activity 1 Activity 2 etc.
Module Summary
Appendix

The body of the Student Module Booklet is made up of two or more closely related sections. Each section contains student activities that develop skills and knowledge centred around a theme. The activities may include print, audio, video, computer, or Internet involvement. Computer and Internet activities are optional. At times, the student and the learning facilitator are allowed to choose the activity that best suits the student's needs and interests. Each section also includes other activities such as the Extra Help and Enrichment as optional pathways. This flexibility caters to each student's personal situation.

Following the last section is a modular summary that focuses on the skills and strategies that the student has learned. The Student Module Booklet ends with an Appendix that includes a Glossary and Suggested Answers for the self-assessment work.

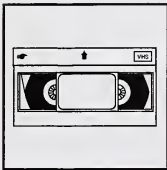
Assignment Booklet



Accompanying each Student Module Booklet are two Assignment Booklets. The activities in the Assignment Booklets can be used for both formative and summative assessments. Students should complete these assignments when they have thoroughly reviewed the other module materials. You may decide to have students submit their work as soon as they have completed each sectional assignment or you may choose to let students complete all the sectional assignments within the module before evaluating their work. The Assignment Booklets have been designed for both

in-classroom use and for distance learning.

Media



VIDEOCASSETTE



INTERNET

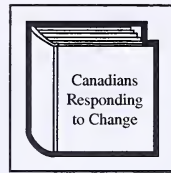
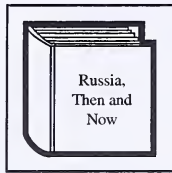
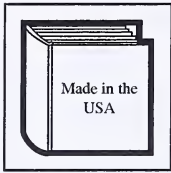
The package also includes references to media. Pathways have been developed so students can use a variety of media to achieve the objective. These different routes have been included to suit different learners. Wherever videos have been included, a print pathway is also available. This way, if the media resource isn't available or desired, a student can follow the print pathway and still successfully achieve the objective.

There are activities in this course that direct students to view videos. The use of these videos is optional. If you want students to have access to these videos, arrangements should be made to ensure they are available when students need them. More information about the videos appears later in this manual.

Internet references may be found throughout the course; exploring those references, however, is optional for students. In most cases, students are given suggested topics that they may explore through the Internet's search engines. In rare cases, students might be given a specific uniform resource locator (URL), but they should be aware that these addresses are subject to change.

Updated information about the Learning Technologies Branch and this course and others can be found by starting at the Learning Technologies Branch's home page at <http://www.learning.gov.ab.ca/ltb/> or by going straight to the LTB Courses page at <http://www.learning.gov.ab.ca/ltb/400/courses.html>.

Textbooks and Reference Books



There are three textbooks used in Social Studies 9:

- *Made in the USA*, 1990, by Gae Mackwood, is published by Reidmore Books Inc. of Edmonton, Alberta.
- *Russia, Then and Now*, 1993, by Phyllis Arnold and David J. Rees, is published by Arnold Publishing Ltd. of Edmonton, Alberta.
- *Canadians Responding to Change*, 1990, by Jim Parsons and Sharon Jamieson, is published by Reidmore Books Inc. of Edmonton, Alberta.

Whenever students are directed to these texts, the corresponding icon appears in the left-hand margin of the student manual.

Materials, Media, and Equipment

Mandatory Components

Equipment (Hardware)	Media	Materials
		<ul style="list-style-type: none"> • LFM for Social Studies 9 • one complete set of Student Module Booklets (6) and Assignment Booklets (12) for each student

Videocassettes used in the course may be available from the Learning Resources Distributing Centre or ACCESS. You may also wish to call your regional library service for more information.

Optional Components

Equipment (Hardware)	Media	Materials
<ul style="list-style-type: none"> • videocassette player 	<ul style="list-style-type: none"> • videocassettes 	<p>The following videos are used in Social Studies 9:</p> <ul style="list-style-type: none"> • <i>Witness to History: The Russian Revolution</i> • <i>Soviet Union: Changing Times</i> • <i>USSR: Changing the Guard, Part I</i> • <i>USSR: Changing the Guard, Part II</i> • <i>Business Concepts: Economics</i> • <i>Great Expectations: Recycling in Alberta</i>

Using This Learning Package in the Classroom

Conventional Classroom

Whether your classroom has desks in rows or tables in small groups, you may be most comfortable with a learning system that you can use with all your students in a paced style. In other words, you may want a package that will suit all of your students, so they can move through the materials as one group or several small groups. Because these materials contain different routes or pathways within each module, they can address various learning styles and preferences. The materials also include many choices within the activities to cater to different thinking levels and ability levels. Because of their versatility and flexibility, these materials can easily suit a conventional classroom.

Open Learning Classroom

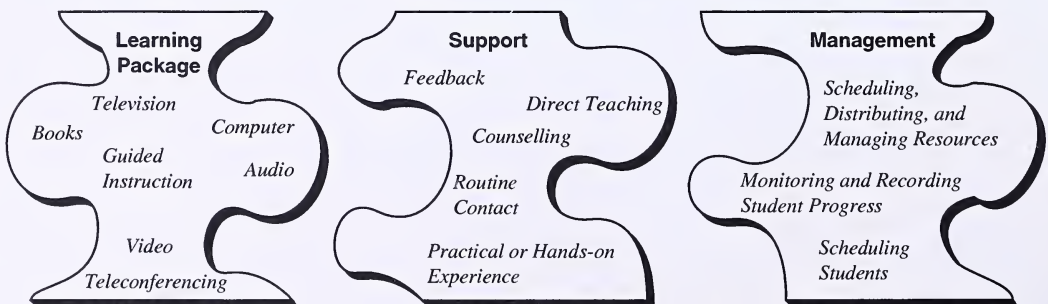
Open learning is the concept of opening up opportunities by overcoming barriers of time, pace, and place by giving the learners a package specially designed to enable them to learn on their own for at least some of the time.

Such a concept is not new. Many teachers can recite attempts to establish an individualized learning system as they recognized the importance of trying to personalize courseware to meet each individual's needs. But these past efforts often failed because of lack of time and lack of quality materials that conformed to Alberta specifications.

Owing to advanced educational technology and improved Alberta-specific learning packages, a student-centred approach is now possible. Improved technology now allows us to provide support to learners individually, regardless of their pace or location. A teacher cannot be in twenty-eight places at one time offering guidance. Media and a well-designed learning package, however, can satisfy individual needs. Technology can also help provide an effective management system needed to track the students as they progress independently through the materials.

The key to a successful open learning system depends on three vital elements: a learning package specially designed to enable students to learn effectively on their own for at least some of the time; various kinds of learner support; and a management system and style that ensures that the open learning system runs smoothly.

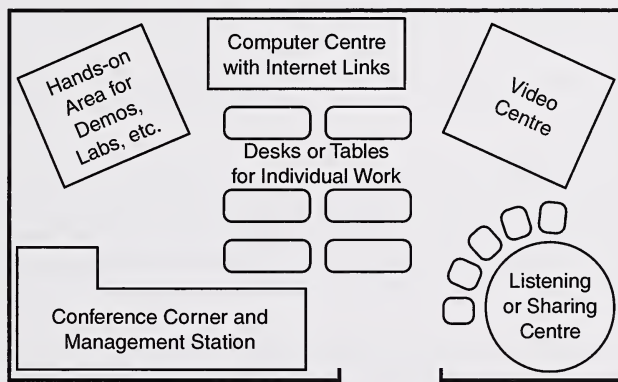
The Key to a Successful Open Learning System



Learning Package

The specially designed learning package needed for a successful open learning system has been developed for you. The objectives teach current Alberta specifications using strategies designed for individualized instruction. As the learning facilitator, you need to be sure to have all of the components in the learning package available to students as needed.

If you are able to acquire media and appropriate hardware to meet your class needs, media centres can be established.



You may not have the luxury to have enough hardware to set up a permanent video or computer centre in your classroom. In that case, students should be encouraged to plan ahead. Perhaps every three to five days they should preview their materials and project when they would need a certain piece of media. This would allow you to group students, if necessary, or reserve media as required.

Support

Support is definitely a key element for successful learning, and when you're planning an individualized, non-paced program, you need to carefully plan when and how support will be given.

The materials contain a form of consistent support by providing immediate feedback for activities included in the Student Module Booklet.

Many of the self-assessment answers, explanations, and examples for each of the module activities are not available in the Student Module Booklet Appendix. These more complex answers are included in this LFM so you can guide, monitor, and participate in the assessment. You may decide to set up an answer station with colour-coded cards, or you may want the students to come to you to discuss the activity with you. As you and the students become more comfortable with an individualized system, you might increase the students' responsibilities—spot checking only to reinforce proper behaviour and to assess the students' day-to-day progress.

As the learning facilitator, you may need to offer more support and personal guidance to those students having difficulty. The activities include choices and pathways. If a student is struggling, you may need to encourage that student to work on all of the choices rather than on only one. This would provide additional instruction and practice in a variety of ways.

You may also have to reinforce the need for students to do the sectional activities carefully and thoroughly before attempting the assignments in the Assignment Booklet.

Another form of support is routine contact with each individual. This contact might be achieved with a biweekly conference scheduled by you; or, as students reach a certain point (e.g., after each section is completed), they may be directed to come to the conference area.

Special counselling may be needed to help students through difficult stages. Praise and encouragement are important motivators, particularly for those students who are not used to working independently.

Direct teaching may be needed and scheduled at certain points in the program. This teaching might involve small groups or a large group. It might be used to take advantage of something timely (e.g., election, eclipse), something prescheduled like the demonstration of a process, or something involving students in a hands-on, practical experience.

Support at a distance might include tutoring by phone, teleconferencing, faxing, or planned visits. These contacts are the lifeline between learners and distance education teachers, so a warm dialogue is essential.

Management

Good management of an open learning system is essential to the success of the program. Leadership and promotion of the system are essential. The following areas also need action to ensure that the system runs smoothly:

- **Scheduling, Distributing, and Managing Resources**—As discussed earlier, in order to do these tasks efficiently you may need to develop media centres or a system for students to reserve the necessary resources.
- **Scheduling Students**—Students and teachers should work together to establish goals, course completion timelines, and daily timelines. Although students may want to study for long periods of time (e.g., all morning), learning facilitators should discourage this practice. Concentration, retention, and motivation are improved by taking scheduled breaks.
- **Monitoring Student Progress**—You will need to record the date that each student completes each module and the Final Test. Your data might also include the projected date of completion if you are using a student-contract approach.



Sample of a Student Progress Chart

Social Studies 9		Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Final Test
<i>Billy Adams</i>	P							
	A							
<i>Louise Despina</i>	P							
	A							
<i>Violet Klaissian</i>	P							
	A							
P = Projected Completion Date A = Actual Completion Date								

The student could keep a personal log as well. Such tracking of data could be stored easily on a computer.

- **Recording Student Assessments**—You will need to record the marks awarded to each student for work completed in each module Assignment Booklet. The marks from these Assignment Booklets will contribute to a portion of the student's final mark. Other criteria may also be added (a special project, effort, attitude, etc.). Whatever the criteria, they should be made clear to all students at the beginning.

Sample of a Student Assessment Chart

Social Studies 9	Module 1		Module 2		Module 3		Module 4		Module 5		Module 6		Year's Average	Other	Final Test	Final Mark
	A	B	A	B	A	B	A	B	A	B	A	B				
<i>Billy Adams</i>																
<i>Louise Despina</i>																
<i>Violet Klaissian</i>																

Letter grading could easily be substituted.

- **Recording Effectiveness of System**—Keep ongoing records of how the system is working. This data will help you in future planning.

Sample of a System Assessment Chart

Module 1			
Date	Student Module Booklet	Assignment Booklet	Resources/Media

The Role of the Teacher in an Open Learning Classroom

The teachers in a conventional classroom spend a lot of time talking to large groups of learners. The situation in open learning requires a different emphasis. Teachers will probably meet learners individually or in very small groups.

With this approach, it is necessary to move beyond the idea of a passive learner depending largely on a continually supportive teacher. The teacher must aim to build the student's confidence, to stimulate the learner into self-reliance, and to guide the learner to take advantage of routes that are most meaningful and applicable to the learner.

These materials are student centred, not teacher centred. The teacher needs to facilitate learning by providing general support to the learner.

Evaluation

Evaluation is important to the development of every learner. In order to identify strengths and weaknesses, both students and teachers need to gather and analyse information and make decisions.

These specially designed learning packages contain many kinds of informal and formal evaluation.

Informal Evaluation

Observation

In the classroom, the teacher has the opportunity to see each student perform every day and to become aware of the level and nature of each student's performance.

Observations are more useful if they are recorded in an organized system. The following list of questions is a sample of types of observations and how they can be collected.

Observation Checklist

	B. Adams	L. Despins	V. Klaissian	H. Smith	K. Dalley
1. Does the student approach the work in a positive manner?					
2. Is the student struggling with the reading level?					
3. Does the student make good use of time?					
4. Does the student apply an appropriate study method?					
5. Can the student use references effectively?					

Observation may suggest a need for an individual interview with a student.

Individual Conferences

Individual conferences may be paced (scheduled) by the calendar, designated at certain points in the module, or they may be set up only as needed or requested.

During these conferences, the teacher can determine the student's progress and can assess the student's attitudes towards the subject, program, school, and self, as well as the student's relationship with other students. With guided questions, the teacher can encourage oral self-assessment; the student can discuss personal strengths or weaknesses in regard to the particular section, module, or subject area.

Self-Appraisal

Self-appraisal helps students recognize their own strengths and weaknesses. Through activities that require self-assessment, students also gain immediate feedback and clarification at early stages in the learning process. Teachers need to promote a responsible attitude towards these self-assessment activities. Becoming effective self-assessors is a crucial part of becoming autonomous learners. By instructing, motivating, providing positive reinforcement, and systematically supervising, learning facilitators will help students develop a positive attitude towards their own progress.

For variation, students may be paired and peer-assessing may become part of the system. The teacher may decide to have the student self-assess some of the activities, to have a peer assess other activities, and to become directly involved in assessing the remainder of the activities.

When the modular activities have been assessed, students should be directed to make corrections. This task should be made clear to students right from the beginning. It is important to establish the correct association between the question and the response to clarify understanding, aid retention, and be of use for study purposes.

Many of the activities include choices for students. If students are having difficulty, more practice may be warranted, and students may need to be encouraged to select more of the choices.

Each section within a Student Module Booklet includes additional types of activities called Extra Help and Enrichment. Students are expected to be involved in the decision as to which pathway best suits their needs. They may decide to do both.

Self-appraisal techniques can also be introduced at the individual conferences. Such questions as the following might be included:

- What steps are you taking to improve your understanding of this topic?
- What method of study do you use most?
- How do you organize the material to help you remember it?
- What steps do you follow when you complete an assignment?
- What could you do to become an even better reader?
- Do you have trouble following directions?
- Did you enjoy this module?

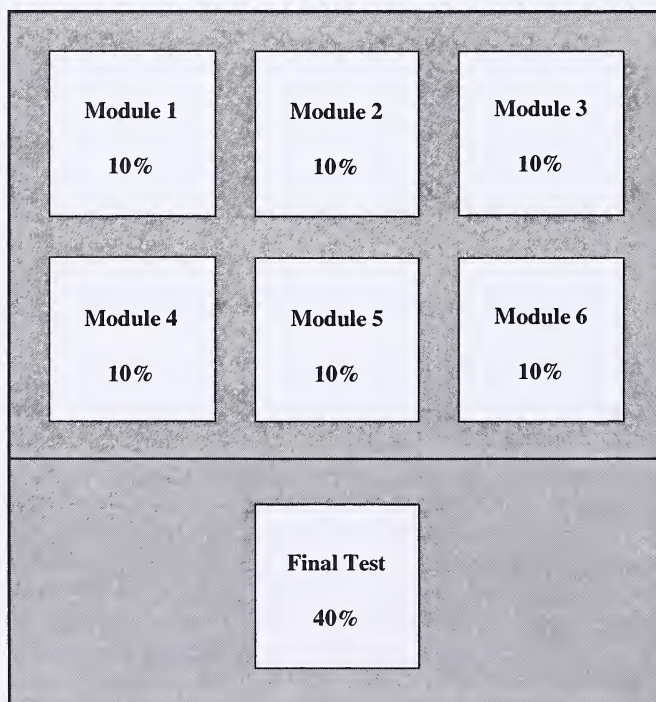
A chart or checklist could be used for recording responses.

Assignments

Each module contains two separate booklets called the Assignment Booklets. These booklets are informal evaluation tools for assessing the knowledge or skills that the student has gained from the module. **The student's mark for the module may be based solely on the outcome of learning evident in the Assignment Booklets; however, you may decide to establish a value for other variables such as attitude or effort.** It is important that you establish at the beginning of the course and each module those outcomes that will be evaluated, and ensure that all students clearly understand what is expected.

Formal Evaluation

This LFM includes a formal Final Test that can be photocopied for each member of the class. The test, closely linked to the learning outcomes stated in the Student Module Booklets, gives the teacher precise information concerning what each student can or cannot do. Answers, explanations, and marking guides are also included. The value of the Final Test and each module is the decision of the classroom teacher. Following is a suggestion only.



Introducing Students to the System

Your initiation to these learning materials began with a basic survey of what was included and how the components varied. This same process should be repeated with the class. After the materials have been explored, a discussion might include the advantages and the disadvantages of learning independently or in small groups. The roles of the student and teacher should be analysed. The necessary progress checks and rules need to be addressed. Your introduction should motivate students and build a responsible attitude towards learning autonomously.

Skill Level

It is important for students to understand that there are certain skills that they will need in order to deal successfully with the course materials. Those skills are as follows:

- understanding and using instructional materials (table of contents, index, list of illustrations, appendices, bibliography, and glossary)
- interpreting maps, graphs, and charts
- using reference materials
- recognizing special symbols

Other general skills follow: using reliable study methods, outlining, and learning to read at a flexible rate.

To decide the level and amount of instruction needed to accommodate the varied levels among students, you may wish to prepare and administer skill inventories or pretests. If most students need help with a particular skill, you may want to plan a total-class instructional session. If only certain students lack a skill, you may want to set up a temporary skill group to help students who need it, or you may want to develop a skills file for this purpose.

Reading Level

These course materials are largely print based, but poorer readers need not be discouraged. It is important that you assure students that these materials have been designed for easy reading. The authors have employed special strategies to reduce and control the reading level. Some of them are as follows:

- the conscious selection of vocabulary and careful structuring of sentences to keep the materials at an independent reading level
- the integration of activities, examples, and illustrations to break text into appropriate-sized chunks
- the inclusion of many kinds of organizers (advance, graphic, intermediate, concept mapping, post organizers) to help give students a structure for incorporating new concepts

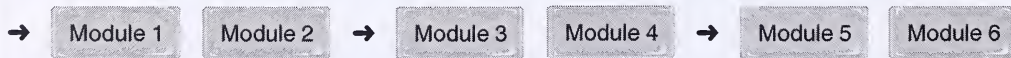
- the recognition that vocabulary and concepts are basic to understanding the content and, thus, must be handled systematically (defined in context, signalled in marginal notes or footnotes, and cited in a glossary)
- the acknowledgement that background knowledge and experience play a vital role in comprehension
- the systematic inclusion of illustrations, videos, audiocassettes, and software to help poorer readers and visual learners
- a use of a variety of formats (paragraphs, lists, charts, etc.) to help struggling readers who do not absorb or retain main ideas easily in paragraph format
- the inclusion of media and activity choices to encourage an active rather than passive approach
- the development of instruction in a meaningful setting rather than in a contrived, workbook style
- the use of purposeful reading, viewing, and doing to produce better interpretation of the course materials
- the recognition that students need structured learning experiences when reading, viewing, or listening to instructional materials; and the acknowledgement that the recognized reading process provides such a structured framework by emphasizing the following phases: developing pupil readiness, determining the purpose, providing guided instruction and feedback, ensuring opportunity to reread or review if necessary, and including enrichment or extensions

To help make the learning package more readable, you can begin your course or module preparation by reading (viewing, listening to) all the related materials that are going to be used. You will need this solid understanding in order to link the content to the students' experiential base. This linking may be done through class brainstorming sessions concerning the topic or by using visuals and guided questions to predict what the course or modules might be about. Such a strategy helps poorer readers strengthen their abilities to be able to predict new vocabulary.

It is recommended that students work through the modules sequentially. Certainly within each of the three topics covered, the introductory module (i.e., Modules 1, 3, and 5) should be done first.



Student

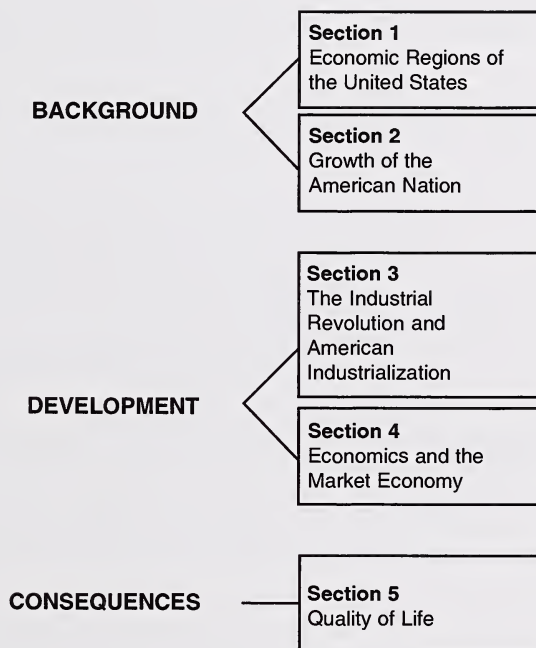


Module 1: Industrialization and the Market Economy of the United States

Overview

This module examines the Industrial Revolution with emphasis on its occurrence in the United States. The development of a market economy in the U.S. and its impact on quality of life are studied.

Industrialization and the Market Economy of the United States



Evaluation

The assignment breakdown is as follows:

Assignment Booklet 1A		
Section 1 Assignment		15 marks
Section 2 Assignment		15 marks
Section 3 Assignment		20 marks
Assignment Booklet 1B		
Section 4 Assignment		30 marks
Final Module Assignment		20 marks
TOTAL		100 marks

This module is divided into five sections, one for each chapter of the text that is covered. Each section has some activities in common with the other sections. A brief summary and explanation of the common elements is listed below.

- **BRAINSTORMING**

Each section begins with this activity, which requires the students to analyse their current knowledge base and to hypothesize about what additional information might be needed to make their understanding of the topic more complete. Students are frequently requested to make up questions that serve as guides to enquiry for each chapter.

- **BRAINSTORMING REVISITED**

At the end of each section, this activity redirects the students to the opening activity and asks them to supply answers to the questions generated in that activity.

- **CHAPTER SURVEY**

In order to understand the content covered and the order of each chapter, students do a survey activity before reading the chapter.

- **VOCABULARY BUILDING**

Every section has a vocabulary-building activity using the glossary words from the text.

- **CONCEPT CHARTS**

Every section has at least one concept-chart activity to help students organize the main concepts and sub-concepts of the section.

- **SUMMARY CHART**

Each section has at least one summary-chart activity to help organize the content of the section.

- **QUALITY OF LIFE**

One activity or assignment in each section requires students to analyse quality-of-life issues. This common thread is used in the cumulative section dealing with quality of life.

Other types of activities vary within each section, depending on the content of each chapter and the goals of the section. This may require the retrieval of information in the form of charts or answers to questions or an expression of the students' understanding of the material through paragraphs, letters, conversations, or other forms of communication. Students are always reminded to check their answers or discuss their answers with their learning facilitator.

Section 1 deals with the effects of geography and history on the eight different economic regions of the United States. Section 2 deals with the territorial growth of the United States from the early colonies to the present fifty states. Both Sections 1 and 2 serve as background material on which further sections can be developed.

Sections 3 and 4 deal with the bulk of the new concepts introduced in the module. Section 3 has three main ideas: economic growth, the Industrial Revolution, and American industrialization. Section 4 explains basic economics and types of economic systems, emphasizing the free-enterprise market economy of the United States. Section 5 uses chapter 10 of the text *Made in the USA* and the previous four sections in a discussion of quality-of-life issues in the market economy of the United States.

Section 1: Economic Regions of the United States

Key Concepts

- economic regions
- primary industries
- secondary industries
- impact of geography
- impact of history

This section examines the effects of history and geography on the eight economic regions of the United States.

Teaching Suggestions

The geographical survey of the United States undertaken in this section can be supplemented in many ways. Wall charts can be constructed listing economic activities of each U.S. region. Posters and collages illustrating the geographic characteristics of each region might also be useful.

Students can be encouraged to write letters to tourist information bureaus or the American Embassy requesting information on the eight geographic regions. They can also list products in their homes that originated in the United States and make educated guesses as to which region each came from.

Section 1: Activity 1

1. Answers will vary depending on the states selected.
2. Check to see that students have underlined in the appropriate colour: red for economic, blue for geographic, and yellow for cultural characteristics.
3. Answers will vary depending on student's knowledge and experiences.

Section 1: Activity 2

Chapter surveys are found at the start of each new section. Most of them require little or no checking. This section, however, has a portion that should be checked.

1. English, African, Mexican
2. history, geography
3. history, geography, economy
4. Answers will vary.

Section 1: Activity 3

What follows is a sample chart. Student charts may vary somewhat.

Regions of the United States

	New England	Mid-Atlantic
Location	<ul style="list-style-type: none"> • northeast coast borders Canada • Maine, Massachusetts, New Hampshire, Vermont, Rhode Island 	<ul style="list-style-type: none"> • south of heavily populated areas of Quebec and Ontario—Atlantic coast south of New England • Delaware, New York, New Jersey, Pennsylvania
Physical Geography	<ul style="list-style-type: none"> • rolling hills and plains, low mountains • rugged forests • short growing season 	<ul style="list-style-type: none"> • good harbours • many forests • heavily urbanized
History	<ul style="list-style-type: none"> • mill towns started in area—water power • pilgrims settled here from England • Puritans • harbours used for trade 	<ul style="list-style-type: none"> • immigrants in mid-1800s came to work in factories • Erie Canal—made for expansion • population declining now—searching for better quality of life?
Economy	<ul style="list-style-type: none"> • tourism • fishing • manufacturing most important • insurance industry • sub construction • white-collar jobs 	<ul style="list-style-type: none"> • industrial centre • good soil, forests • minerals—coal, iron, some oil • heavy industry
	Midwestern	Southern
Location	<ul style="list-style-type: none"> • south of the Great Lakes, Manitoba, and Saskatchewan • west of Ohio River • Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North and South Dakota, Ohio, and Wisconsin 	<ul style="list-style-type: none"> • thirteen states • Gulf of Atlantic Coasts—east of Mississippi • Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North and South Carolina, Tennessee, Virginia, West Virginia
Physical Geography	<ul style="list-style-type: none"> • few forests • many flat areas • some rolling countryside 	<ul style="list-style-type: none"> • warm, mild climate • coastal lowlands • Piedmont-Fall line
History	<ul style="list-style-type: none"> • many immigrants non-English • farming, forests, and mines attracted them • after World War II many immigrants to factory cities • Southern Americans moved north for jobs 	<ul style="list-style-type: none"> • Civil War—11 of 13 states against the union • difficult recovery from war loss • plantations established by rich in early history • slavery
Economy	<ul style="list-style-type: none"> • great farming and dairying area • lumbering and mining in north • most workers in secondary industry • transportation by Great Lakes important 	<ul style="list-style-type: none"> • many rich farming areas • textile industry • electrical power helped diversify • manufacturing economy • steel industry—coal deposits • oil offshore • commercial fishing • tourism—climate

Regions of the United States

	Rocky Mountain	Southwestern
Location	<ul style="list-style-type: none"> • west of Great Plains • Colorado, Idaho, Montana, Utah, Nevada, Wyoming 	<ul style="list-style-type: none"> • borders Mexico in southwest • Arizona, New Mexico, Oklahoma, Texas
Physical Geography	<ul style="list-style-type: none"> • mountains, deserts, forests • rough topography 	<ul style="list-style-type: none"> • warm climate • barren—flat, grasslands—dry • varied terrain in some states—mountains, valleys, deserts in west • landmarks—painted desert, Grand Canyon, petrified forest
History	<ul style="list-style-type: none"> • route to Pacific—some stayed • gold and silver discoveries brought settlers and speculators • Comstock Lode 	<ul style="list-style-type: none"> • little mentioned
Economy	<ul style="list-style-type: none"> • tourism—scenic beauty—Nevada gambling • recreation • natural resources—mining, hydroelectric power, oil and coal 	<ul style="list-style-type: none"> • dams for irrigation and water supply • cattle grazing • oil and gas—some off coast • retirement area • farming, ranching • aerospace
	Pacific Coast	New States
Location	<ul style="list-style-type: none"> • west coast of U.S.—Pacific Ocean • California, Oregon, Washington 	<ul style="list-style-type: none"> • Hawaii—mid-Pacific—more than 4000 km from California • Alaska—separated from mainland by Canada—25% of the area north of Arctic Circle
Physical Geography	<ul style="list-style-type: none"> • varied terrain, mountain ranges—rich valleys with fertile soil—long to year-round growing seasons • plateau area 	<ul style="list-style-type: none"> • Hawaii Islands—volcanic mountains—pleasant climate—fertile soil • Alaska—mountains (little other information included)
History	<ul style="list-style-type: none"> • large immigration between 1950–1970 • gold rush after discovery in 1848 in California—helped Washington as people went North to gold rush • railroad opened area up 	<ul style="list-style-type: none"> • Hawaii—none given • Alaska—recent oil discovery of 1970s—many new people
Economy	<ul style="list-style-type: none"> • lumbering • agriculture—fruits, vegetables • minerals • oil • fishing • manufacturing • aerospace • tourism 	<ul style="list-style-type: none"> • Alaska • natural resources—fish, timber, oil—tourism • Hawaii—sugar, pineapple, plantations, tourism, military bases

Section 1: Activity 4

Answers will vary according to student interpretations. Check to see that material included is appropriate (i.e., covered in the chart in Activity 3). Make suggestions for appropriate changes if necessary. Don't be concerned about the artistic talent of the student.

Section 1: Activity 5

Answers will vary. What follows is an example.

Concept Chart

Concept: **Regions**

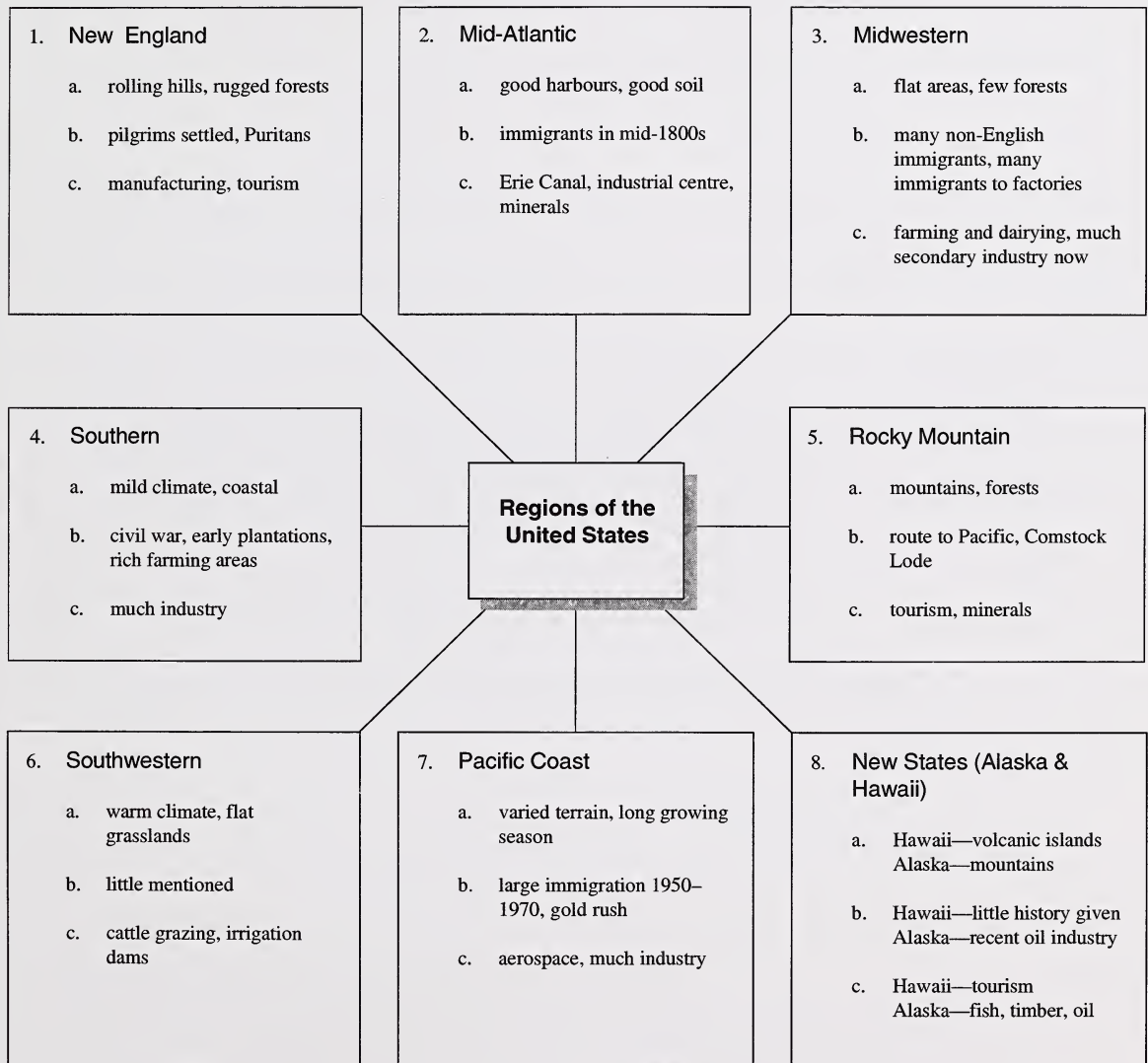
Definition: areas with something in common

Sub-concept	Definition	Examples
Physical Geography	<ul style="list-style-type: none"> the natural environment of an area 	<ul style="list-style-type: none"> mountains, rivers, soils, climate, vegetation
Landform	<ul style="list-style-type: none"> the irregularities of the earth's surface 	<ul style="list-style-type: none"> mountains, hills, plateaus
Climate	<ul style="list-style-type: none"> the long-term weather conditions average weather 	<ul style="list-style-type: none"> tropical, polar
Relative Location	<ul style="list-style-type: none"> location of a place compared to something else 	<ul style="list-style-type: none"> Calgary is south of Edmonton.
Natural Resources	<ul style="list-style-type: none"> something found in the natural environment used by people 	<ul style="list-style-type: none"> soil
Primary Industry	<ul style="list-style-type: none"> industry that uses natural resources to produce raw materials 	<ul style="list-style-type: none"> farming
Secondary Industry	<ul style="list-style-type: none"> industry that turns raw materials into finished products 	<ul style="list-style-type: none"> manufacturing cars
Economy	<ul style="list-style-type: none"> the basic ways people make a living in an area 	<ul style="list-style-type: none"> Agriculture and fossil fuel industries are an important part of Alberta's economy.

Section 1: Activity 6

Answers will vary. What follows is an example.

SUMMARY CHART (CHAPTER 1)



Section 1: Activity 7

- | | |
|----------------------|--------------------------|
| 1. natural resources | 7. aerospace industry |
| 2. plateau | 8. white-collar jobs |
| 3. mill town | 9. commercial fishing |
| 4. export | 10. gold rush |
| 5. primary industry | 11. secondary industries |
| 6. terrain | 12. textile industry |

Section 1: Activity 8

Answers will vary as in Activity 1. Check to see whether students can come up with more differences than they did in Activity 1.

Section 1: Follow-up Activities**Extra Help**

- | | |
|--|--------------------------|
| 1. a. Southwestern states | e. Rocky Mountain states |
| b. Southern states | f. Mid-Atlantic states |
| c. New England states | g. Pacific states |
| d. Alaska and Hawaii | h. Midwestern states |
| 2. a. Midwestern states | c. Southwestern states |
| b. Rocky Mountain states | d. New England states |
| 3. a. regions | e. landforms |
| b. cultural | f. economy |
| c. climate | g. relative location |
| d. physical geography | |
| 4. Written answers will vary, especially if the statement is true. In these cases, make sure the additional information that has been added is correct. For each false statement, one possible correction is provided below. | |
| a. False It is a Pacific state. | |
| b. True | |
| c. False There are eight large and 124 small islands. | |
| d. False Only eleven were Confederate States. | |
| e. False Most people work in secondary industries now. | |
| f. True | |
| g. True | |
| h. False Probably the most important industry is tourism. | |

Enrichment

All answers will vary.

1. Check to see that material was received and ask to see the list of topics covered.
2. Check to see if the chart is filled in properly and if new columns were added.
3. Check to see if the letter is convincing and that an accurate description is given for the region being talked about.

Section 1: Assignment Answer Key (15 marks)

1. The United States is divided into eight distinct **regions**, which are determined on the basis of such factors as physical **geography**, **history**, and economy.

Economic activity varies considerably within these areas; some, which are rich in natural **resources**, rely heavily on **primary** industry such as agriculture, forestry, or mining. Others rely on manufacturing or **secondary** industry.

(3 marks)

2.
 - a. Hawaii and Alaska
 - b. Mid-Atlantic
 - c. Southwestern
 - d. New England
 - e. Midwestern
 - f. Southern
 - g. Rocky Mountain
 - h. Pacific

(4 marks)

3. Students will write a paragraph giving their reasons for wanting to live in a particular region of the United States. Check to see that students have described at least one aspect of the factors listed.

The marking guide that follows will help you assign marks for ideas, form, and grammatical usage.

- The topic sentence clearly identifies the main idea of the paragraph.
- There is an obvious concluding sentence to the paragraph, and this sentence ties together all the ideas.
- There is evidence of a logical organization of ideas. There is use made of transitional devices.
- The paragraph is largely free of errors in grammatical usage, spelling, and punctuation.
- The paragraph uses a variety of sentences (i.e., simple, compound, and complex).
- There are several pertinent facts included in the paragraph.

(8 marks)

Section 2: Growth of the American Nation

Key Concepts

- colonialism
- mercantilism
- independence
- expansion
- Manifest Destiny

This section constitutes a very brief overview of the historical development of the United States from its colonial beginnings into a powerful nation.

Teaching Suggestions

Classroom activities aimed at enlivening Section 2 could include ideas such as these:

- Assign individual research topics on interesting aspects of American history and have students report to class.
- Make a time-line wall chart showing when each state became part of the United States.
- Have students name as many famous American heroes as they can. Discuss what sort of personal qualities are deemed heroic by American standards. What does this reveal about American values?

Section 2: Activity 1

1. Answers will vary depending on the student's knowledge. All answers should be in the form of questions. Examples might be as follows:
 - Why did people first come to the United States?
 - How did they get there?
 - What problems did they encounter?
 - Why did they rebel against Great Britain?
2. Answer will vary. Students are asked to categorize the questions from Activity 1 in their own categories. Examples might be as follows:
 - discovery
 - exploration
 - independence
3. Answers will vary depending on the student-generated questions. Make sure that the student questions fit into the given category. Also make sure that any new question that is added is appropriate to the category to which it is assigned.

Section 2: Activity 3

1. Answers will vary. Here are some possibilities:
 - People look exhausted.
 - People appear to be improperly dressed.
 - People do not appear to be working class.
 - The weather appears to be poor.
2. a. and b. Answers will vary. Check to see if student-generated questions have correct answers.
3. a. Most were founded in the seventeenth century.
 - b. Most were founded during the 1630s.
 - c. There were thirteen.
 - d. Sweden and Holland had settlements too.
 - e.
 - religious freedom
 - trade
 - agriculture
 - expansion
 - protection
 - penal colonies
4. Answers will vary but could include the following points.

British gains

- raw materials for industry
- market for industrial goods
- laws protecting British businesses
- control of land

American losses

- high-priced industrial goods
- poorly developed economy
- few different types of occupations
- reliance on mother country
- low prices for raw materials
- restrictive laws
- shipping regulations

5. Answers will vary. Be sure summaries accurately reflect the main idea of the activity.

Section 2: Activity 4

Answers will vary but should include the following:

- small population in vast area
- few urban areas
- few industries or mill towns
- poorly developed transportation systems
- poor communication systems
- industry in north; agriculture in south
- concentration of population on coast

Section 2: Activity 5

1. Check the map to see if the following are keyed correctly with the legend on the map.
1. Check the map to see if the following are keyed correctly with the legend on the map.

Red	Blue	Green	Orange	Yellow
<ul style="list-style-type: none"> • Connecticut • Delaware • Georgia • Kentucky • Maryland • Massachusetts • New Hampshire • New Jersey • New York • North Carolina • Pennsylvania • Rhode Island • South Carolina • Tennessee • Vermont • Virginia 	<ul style="list-style-type: none"> • Alabama • Arkansas • Illinois • Indiana • Louisiana • Maine • Michigan • Mississippi • Missouri • Ohio 	<ul style="list-style-type: none"> • Texas • California 	<ul style="list-style-type: none"> • Alaska • Hawaii 	<ul style="list-style-type: none"> • Arizona • Colorado • Florida • Idaho • Iowa • Kansas • Minnesota • Montana • Nebraska • Nevada • New Mexico • North Dakota • Oklahoma • Oregon • South Dakota • Utah • Washington • West Virginia • Wisconsin • Wyoming

2. It was called the West because in the early days of the United States, it was the area immediately west of the settled area.
3. Answers will vary. The main idea to be found is that many Americans believed that the United States was destined to become a great nation—that it was preordained it should control this vast continent.

4. California and Texas were formerly Mexican territories and became part of the United States in a way that was different from that of the other states.
5. River transportation was important throughout. Prairie areas saw wagon trains crossing them with the use of oxen and horses. Railroad construction eventually replaced most other forms of transportation.

Section 2: Activity 6

The “Glossary” section of the text contains definitions, as do the bottom of the pages where the words first occur. Boldface type will indicate where each word is used in the text.

Section 2: Activity 7

Answers will vary. The chart that follows is an example.

Concept Chart

Concept: **Historical Development**

Definition: the expansion and growth of an area over time

Sub-concept	Definition	Examples
Colonialism	<ul style="list-style-type: none"> the development of an area by a mother country through settlements 	<ul style="list-style-type: none"> Massachusetts Bay
Independence	<ul style="list-style-type: none"> the ability to make decisions and take action without outside interference 	<ul style="list-style-type: none"> The U.S. achieved independence after the American Revolution.
Expansion	<ul style="list-style-type: none"> the acquiring of new territories 	<ul style="list-style-type: none"> the Louisiana Purchase
Mercantilism	<ul style="list-style-type: none"> an economic system that promoted the acquisition of colonies for the purpose of using them as a market 	<ul style="list-style-type: none"> England sold its products to the Thirteen Colonies.
Manifest Destiny	<ul style="list-style-type: none"> the belief that the future is preordained 	<ul style="list-style-type: none"> The U.S. believed it was to become a great nation.
Frontier	<ul style="list-style-type: none"> an area at the edge of civilization or development 	<ul style="list-style-type: none"> Maine was the first frontier.
Reservations	<ul style="list-style-type: none"> area of land set aside for native people 	<ul style="list-style-type: none"> the Santee Reservation
Annexation	<ul style="list-style-type: none"> the adding of land to an existing area 	<ul style="list-style-type: none"> The U.S. annexed Texas.
Headwaters	<ul style="list-style-type: none"> the source (or beginning) of a river 	<ul style="list-style-type: none"> The headwaters of the North Saskatchewan are in the Rocky Mountains.
Chartered Company	<ul style="list-style-type: none"> a company with a written agreement with its government 	<ul style="list-style-type: none"> the Virginia Company
Transportation	<ul style="list-style-type: none"> methods of moving goods or people from place to place 	<ul style="list-style-type: none"> railroads

Section 2: Activity 8

Growth of the United States	
I. Colonies	
A.	Mother Country
B.	Mercantilism
II. American Revolution	
A.	Resentment
B.	Action
C.	Independence problems
III. Expansion	
A.	Midwest
B.	West
1.	Manifest Destiny
2.	Annexation

Section 2: Activity 9

Answers will vary depending on the student-generated questions in Activity 1. See that questions are answered as well as possible.

Section 2: Follow-up Activities

Extra Help

1. Answers will vary, but should include some of the following facts:

hardships of the trip

- weather
- length of trip
- hunger
- illness
- accidents

description of new life

- the land
- the new home
- neighbours
- crops

2. Additional information added to the statements will vary.

- a. False The Vikings were the first Europeans to visit North America.
- b. False The first settlement was Jamestown.
- c. True
- d. False This land was part of other colonies.
- e. False Mercantilism discouraged cottage industries.
- f. True
- g. False California was taken by the United States through military action.
- h. False Mexico won the Battle of the Alamo, but it became a rallying point for the Texans' rebellion.
- i. True

Enrichment

Answers will vary. Check to see that factors are accurate and relevant to the topic.

Section 2: Assignment Answer Key (15 marks)

1. C
2. B
3. B
4. C
5. D
6. D
7. A
8. D
9. C
10. A
(5 marks)
11. Following are possible answers. Students are asked for one for each method.
 - a. **revolution:** the New England colonies, Texas
 - b. **conquest:** California, New Mexico, lands taken from Aboriginal Peoples by settlers
 - c. **purchase:** Louisiana territory, Alaska
(3 marks)
12. Students' definitions should be comparable to the following.
 - a. **colonialism:** the development of an area by a mother country through settlements, for example, Jamestown
 - b. **mercantilism:** an economic system that promotes the acquisition of colonies for the purpose of using them as markets
For example, England's American colonies served as a market for English goods.
 - c. **independence:** the ability to make decisions and to take action without outside interference
For example, the American Revolution resulted in the achievement of independence by the Thirteen Colonies.
 - d. **Manifest Destiny:** the belief that future events are inevitable
For example, in the nineteenth century, the United States believed that expansion to the Pacific was preordained.
(4 marks)
13. Students should recognize that American expansion occurred in a time period when travel was largely by horse or on foot and the territory covered was a vast area where much of the land was inhospitable. Students may also recognize that there was human resistance to expansion, for example, by Mexico or by Aboriginal Peoples. (3 marks)

Section 3: The Industrial Revolution and American Industrialization

Key Concepts

- economic growth
- Industrial Revolution
- American industrialization

This section explains how the Industrial Revolution started, what caused it, and what effects it had on people's lives. Then the economic development of the United States is examined as the country grew to become the world's foremost industrialized nation.

Teaching Suggestions

One classroom activity that could be used to complement this section is the construction of a wall chart comparing features of British and American industrialization. Another chart might compare features of the domestic, or cottage, system with those of the factory system.

Much has been written about the negative impact of industrialization on the English people. You might read passages from Dickens' novels (e.g., *Hard Times*) that depict the horror of life in an industrial city. Have students write their own descriptive passages (diary entries, letters, etc.) explaining what life was like in this period for many people. Emphasize the impact on children and young people.

Section 3: Activity 1

1. Answers will vary but should mention the rapid changes in England's economy marked by the introduction of power-driven machinery.
2. Answers will vary. Students may know that industrialization did not occur at the same time as the Industrial Revolution in England, nor in the same way.
3. a. and b. Answers will vary. Students are brainstorming. Check that answers are sensible and that the questions asked in number 3 are on target.

Section 3: Activity 2

The two sections are the Industrial Revolution and American Industrialization.

Section 3: Activity 3

Information Retrieval Chart: Changes in Lifestyle

Aspect of Life	Before the Industrial Revolution	After the Industrial Revolution
Belief in Progress (change)	<ul style="list-style-type: none"> • very little progress or change 	<ul style="list-style-type: none"> • expectation of progress, change, or improvement
Place of Work	<ul style="list-style-type: none"> • homes in rural areas 	<ul style="list-style-type: none"> • factories • urban areas
Residency (Urbanization)	<ul style="list-style-type: none"> • cottages in rural areas 	<ul style="list-style-type: none"> • slums in urban areas
Way of Working	<ul style="list-style-type: none"> • responsibility for and to self and family • working on own schedule at home 	<ul style="list-style-type: none"> • reliance on others for job, salary, purchase goods • working set times

Section 3: Activity 4

1.

Information Retrieval Chart: Causes of the Industrial Revolution

Event	Changes	Impact
Commercial Revolution	<ul style="list-style-type: none"> increase in trade, banking, mobility brought on by voyages of exploration 	<ul style="list-style-type: none"> encouragement for development and industry
Agricultural Revolution	<ul style="list-style-type: none"> enclosure new methods fewer workers 	<ul style="list-style-type: none"> labour for industry better food supply
Transportation Revolution	<ul style="list-style-type: none"> improvements in ocean, road, and rail (faster, safer, larger quantities, cheaper) 	<ul style="list-style-type: none"> increased import and export of raw materials and finished goods larger markets and more resources

2. Natural resources were exploited more fully and efficiently. Human resources were exploited more fully and efficiently.

3.

Information Retrieval Chart: Why Great Britain?

Cause	Conditions	Advantage Gained
Social Climate	<ul style="list-style-type: none"> class based on money individualism important little government interference 	<ul style="list-style-type: none"> incentive to get ahead business safe from government problems—could make a profit
Finance and Banking	<ul style="list-style-type: none"> banking and capital accumulation created by colonies and trade 	<ul style="list-style-type: none"> money (capital) available to finance the Industrial Revolution
Physical and Human Geography	<ul style="list-style-type: none"> large population in small area near Europe good resources good harbours 	<ul style="list-style-type: none"> England able to move workers, raw materials, and finished products to its home market easily close to other markets good transportation

Section 3: Activity 5

Answers will vary but the following points should be included:

- People's way of life changed from rural to urban.
- They worked in factories rather than at home
- They worked for wages.
- Work was separated from home life.
- There was no longer the same sense of community.

Section 3: Activity 6

1. Cramped quarters, rented houses, and a lack of water, lights, or sewage facilities (toilets) were problems.
2. Rich people reinvested their profits and became even wealthier.
3. By reinvesting profits, rich capitalists helped economic growth continue.
4. Workers destroyed machines.
They formed labour unions.

Section 3: Activity 7

1. domestic system
cottage industry
2. Machines were too large for cottages.
One power source could run many machines.
Cottages could not afford the machines.
3. Answers will vary, but should include the following:
 - You will be forced to move.
 - You will have to leave home to work in a factory.
 - Your income will decrease.
 - You will have to live in slum conditions.

Section 3: Activity 8

1. Probably the stage is mechanization. Machines are being used, and they appear to have human operators. Although there is some division of labour, it would appear that other mass-production techniques are not being used.
2. Probably the stage is mass production. He used machines to make identical parts, which allowed each worker to assemble only one part into the finished product. This allowed for large quantities to be produced.

Section 3: Activity 9

Conditions for Industrialization in the United States
<p>Beneficial:</p> <ul style="list-style-type: none"> • Britain was first, which meant that the United States could use more modern techniques and advanced machinery when it industrialized. The United States had vast stores of natural resources, which made for cheaper manufacturing. • The United States industrialized as its population grew. Things could be better planned, and fewer slums were found in America. Americans could borrow ideas and improve on them. • American society was not the same as that of Europe; there were not the great social problems caused by industrialization.
<p>Harmful:</p> <ul style="list-style-type: none"> • Mercantilism held back American industrialization. The United States was used to producing raw materials. • The United States had a small population scattered over a large area, which resulted in few markets, transportation problems, and a lack of labour.

Section 3: Activity 10

1. These things were in short supply, which meant no one could build factories, and there were few people to work in them.
2. The wars interrupted the flow of British products, forcing the United States to make its own.
3.
 - The population of the United States increased, giving it a labour supply and markets.
 - Improvements in transportation allowed natural resources to be used easily and finished products to be shipped easily.

Section 3: Activity 11

1. Eli Whitney contributed the idea of interchangeable parts. This made production and repair much cheaper and faster.
2. They do this to become rich.
3.
 - It put tariffs on imports.
 - It gave tax breaks to capitalists.
 - It encouraged immigration in order to provide labour.
4. Immigration provided labour and a growing market for the manufactured goods.
5. European capital encouraged more industrial expansion.
6. Answers will vary, but should include these points:
 - They provided transportation for finished products.
 - They opened up new markets.
 - They encouraged mineral exploration.
 - They encouraged growth in industries, supplying the railroad with such things as coal, wood, and iron.

Section 3: Activity 12

1. Answers will vary. Be sure the words are used correctly.
2.
 - a. unions
 - b. means of production
 - c. tariffs
 - d. capitalists
 - e. Napoleonic Wars
3. a. to d. Answers will vary. Be sure the new terms reflect an understanding of the glossary vocabulary.

Section 3: Activity 13

Answers will vary, but should mention living and social conditions (e.g., housing, family, job, free time, and friends).

Section 3: Activity 14

Answers will vary. What follows is an example.

Concept Chart

Concept: **Industrialization**

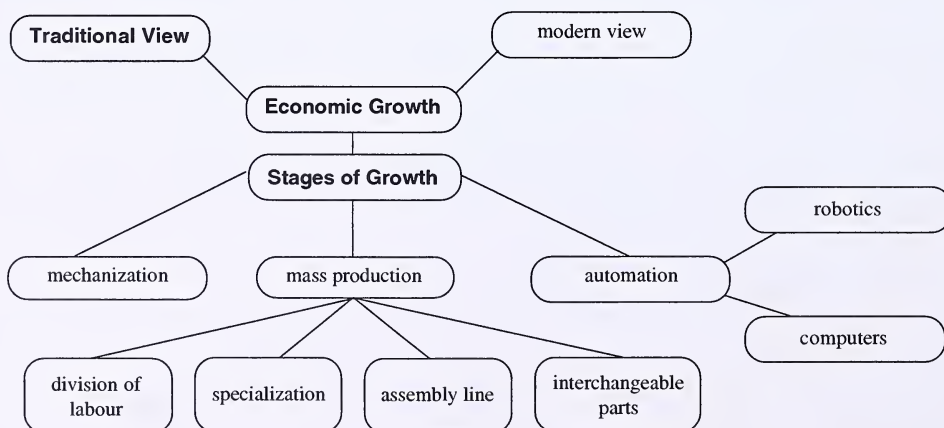
Definition: the process of creating large industries, usually through mechanization, mass production, or automation

Sub-concept	Definition	Examples
Industrial Revolution	<ul style="list-style-type: none"> the change from hand production to machine production 	<ul style="list-style-type: none"> the Industrial Revolution in England
Agricultural Revolution	<ul style="list-style-type: none"> the change in agriculture from simple (small) subsistence farms to large efficient machine-operated farms (commercial) 	<ul style="list-style-type: none"> enclosure
Commercial Revolution	<ul style="list-style-type: none"> the period of time when business and trade developed and people became more independent 	<ul style="list-style-type: none"> banking aid
Factory System	<ul style="list-style-type: none"> a method of production where workers and machines are housed in one central location 	<ul style="list-style-type: none"> a textile mill
Enclosures	<ul style="list-style-type: none"> the movement in agriculture that consolidated rural landholdings 	<ul style="list-style-type: none"> dividing up the common land
Mechanization	<ul style="list-style-type: none"> using machines to do work 	<ul style="list-style-type: none"> the invention of the typewriter
Mass Production	<ul style="list-style-type: none"> changing organization of production to produce large quantities 	<ul style="list-style-type: none"> assembly line
Automation	<ul style="list-style-type: none"> using machines that run themselves 	<ul style="list-style-type: none"> robots
Division of Labour	<ul style="list-style-type: none"> splitting a job into small tasks 	<ul style="list-style-type: none"> assembly line
Specialization	<ul style="list-style-type: none"> becoming an expert at one job 	<ul style="list-style-type: none"> upholstering in automobiles
Interchangeable Parts	<ul style="list-style-type: none"> producing parts for machines that can replace others because they are exact 	<ul style="list-style-type: none"> nuts and bolts made in standard sizes
Capital Formation	<ul style="list-style-type: none"> gathering sums of money for investment purposes 	<ul style="list-style-type: none"> drilling funds
Transportation Revolution	<ul style="list-style-type: none"> the major changes that took place allowing easy movement of goods 	<ul style="list-style-type: none"> invention of the locomotive
Captive Market	<ul style="list-style-type: none"> a group of consumers who must buy from one source 	<ul style="list-style-type: none"> the U.S. colonies under mercantilism
Standard of Living	<ul style="list-style-type: none"> how well people live and how many luxuries they enjoy 	<ul style="list-style-type: none"> India's low standard of living
Social Mobility	<ul style="list-style-type: none"> the ability to move up or down in class within society 	<ul style="list-style-type: none"> India's caste system
Traditional View	<ul style="list-style-type: none"> the view of the Industrial Revolution stating that it was caused by some great inventions 	<ul style="list-style-type: none"> John Kay's flying shuttle
Modern View	<ul style="list-style-type: none"> the view of the Industrial Revolution stating that it happened because conditions were right 	<ul style="list-style-type: none"> capital formation

Section 3: Activity 15

1. **Summary Chart I: The Industrial Revolution in England**

- I. Why England?
 - A. banking and finance
 - B. social climate
 - C. human and physical geography
- II. The Agricultural Revolution
 - A. innovations
 - B. enclosure
 - 1. social impact
 - 2. economic impact
- III. The Commerical Revolution
 - A. colonies
 - B. banking and finance
 - C. trade
- IV. The Transportation Revolution
 - A. canals
 - B. railways
 - C. roads
- V. Methods of Production
 - A. domestic system
 - B. banking and finance

2. **Summary Chart III – Economic Growth**

Section 3: Activity 16

1. and 2. Answers will vary. Be sure that answers respond to the students' questions as well as possible.

Section 3: Follow-up Activities**Extra Help**

1.
 - a. mechanization
 - b. enclosure
 - c. a commercial revolution
 - d. automation
 - e. captive market
 - f. social mobility
 - g. standard of living
 - h. accumulation of capital
 - i. the factory system
 - j. the Industrial Revolution

2. I. Different Views

- A. traditional
- B. modern

- II. Stages of Growth

- A. mechanization

- B. mass production

1. assembly line
2. division of labour
3. specialization
4. interchangeable parts

- C. automation

1. computers
2. robotics

3. Additional information added to true statements will vary.

- a. True
- b. False The traditional view states this.
- c. False Other conditions prevent them from industrializing.
- d. True
- e. False In fact it gave it advantages.
- f. False It made fields larger and, therefore, easier to use machines.
- g. True
- h. False It was another name for the cottage industry system.
- i. False They were used in manufacturing guns.
- j. True

Enrichment

Answers will vary. Be sure students understood the instructions given in the text and carried them out properly.

Section 3: Assignment Answer Key (20 marks)

- | | | | | |
|------|------|------|------|-------|
| 1. A | 3. B | 5. B | 7. A | 9. C |
| 2. B | 4. D | 6. A | 8. B | 10. A |
- (5 marks)

11. Answers may vary, following are possibilities. Students are asked to list three for each category.

Positive Effects

- more goods available
- opportunity for social and/or economic advancement
- economic expansion
- global trade links established
- cheaper goods
- led to improved living conditions
- led to the union movement and the protection of workers' rights
- better and faster transportation
- in the later stages, resulted in better living conditions

Negative Effects

- collapse of rural society
- exploitation of workers
- child labour
- poor working conditions in factories and mines
- decline in quality of workmanship
- exploitation of colonies
- class conflict
- health problems in cities resulting from overcrowding
- increase in crime rates in cities

(6 marks)

12. Student's answers may vary. They should include at least four of the following conditions that existed in Britain making industrialization possible.

- The social climate was right, i.e., British belief in individualism promoted industrial development.
- Britain had abundant resources.
- Britain had a readily available labour supply.
- Britain was politically stable.
- Financial resources were available.
- It had a well-developed shipping industry with access to markets (in Europe and in the colonies).

(5 marks)

13. The United States' industrialization differed from that of Great Britain in the following ways:

- The development of American industrialization occurred at the same time as the development of the American nation, thus allowing early American industrialization to be better planned.
- American industry was able to adapt and improve ideas and machines that were already in use. This meant they didn't have to start from "square one."
- The Industrial Revolution in the United States did not radically change the structure of society there as it had in England. American industry and American society developed together.

(4 marks)

Section 4: Economics and the Market Economy

Key Concepts

- economy
- mixed economy
- command economy
- market economy
- free enterprise
- scarcity
- land, labour, capital

Section 4 explains the basics of economics and types of economic systems. The free-enterprise market economy of the U.S. is emphasized.

Teaching Suggestions

- School students are exposed to much television advertising. Have students watch a few commercials and use these for the basis of a discussion on the role of advertising in a market economy.
- Do a study of the Great Depression. Use collages, reports, and interviews with family members who lived through the Depression.
- Have a classroom debate—formal or informal—on the results of a free-market economy.

Section 4: Activity 1

1. to 3. Because this is a brainstorming activity, answers will vary. Check that ideas are sensible.

Section 4: Activity 2

There are no answers to this activity.

Section 4: Activity 3

1. and 2. Answers will vary. Alphabetized terms are *alienation, antitrust laws, command economy, equilibrium, inhabit, law of supply and demand, market economic system, mixed economy, monopoly*.

Section 4: Activity 4

Answers will vary but should include the words *scarcity, resources, needs* or *wants*.

Section 4: Activity 5

- a. to c. Answers will vary but look for raw materials, workers, and equipment used (land, labour, capital).
- All required raw material (land), machinery (capital), and human input (labour).
- Answers will vary, but the following chart serves as an example.

	Land	Labour	Capital
Paper Clip	metal, factory site	factory worker, management, office workers	machines to bend and extrude wire, factory building
Pencil	wood, lead, eraser materials	machine operators, management, office workers	drills, wood, planes, saws, many machines, factory building
Paper	forests, factory site, water	lumberjacks, factory workers, management, office workers	machines to cut wood, prepare wood, make paper, carry paper, etc.

Section 4: Activity 6

System	Method of Decision Making
Command Economy	The government controls the answers.
Market Economy	Producers and consumers answer the questions.
Mixed Economy	A combination of producer, consumer, and government answers the questions.

Section 4: Activity 7

1. Someone in authority issues commands to answer the three basic economic questions.
2. Political power is necessary as well as control or ownership of the means of production.
3. Karl Marx is usually credited.
4. The problems are production of unwanted goods and underproduction of goods people want, resulting in dissatisfaction with the government.

Section 4: Activity 8

1. It uses ideas from both command and market economies.
2. Essential services may not be profitable for private enterprise to supply, so the government ensures that they will be available.
3. The American economy does not emphasize public services enough, and benefits of development do not always go to all of society. Long-term problems and possibilities are ignored.
4. Such countries are France, Norway, Sweden, Italy, Australia, and New Zealand. Students may suggest others.

Section 4: Activity 9

The three basic beliefs are that

- the market will regulate economic decisions
- production is done efficiently to maximize profits
- goods are produced only where there is a market demand

Section 4: Activity 10

All three questions are answered by the marketplace. Producers decide what to produce according to what consumers seem to want (i.e., what they'll pay for). As demand for a product increases, consumers will be willing to pay more for it. This will encourage entrepreneurs to produce more. Conversely, a drop in demand will result in a lowering of prices, encouraging entrepreneurs to produce less.

Similarly, entrepreneurs will decide how to produce a product according to economics; the cheapest method that produces a product acceptable to the public will be the most attractive.

Who receives the product depends upon who has the money to pay for it. The richest people in a society will be able to acquire those things that are most expensive to produce.

Section 4: Activity 11

1.
 - a. It is a place where goods are bought and sold.
 - b. Producers and consumers are the two groups.
 - c. The law of supply and demand controls the market.
 - d. Producers are willing to produce more at higher prices than at lower prices.
 - e. Consumers are willing to buy more at lower prices than at higher prices.
 - f. Equilibrium is the point at which supply and demand meet. Consumer demand and producer supply are equal.
2.
 - a. ninety
 - b. fifty
 - c. twenty
 - d. A lower price means more demand.
 - e. twenty
 - f. ninety
 - g. Supply rises as prices rise.
 - h. There would be an oversupply of pizzas.
 - i. There would be too many people wanting pizza.

Section 4: Activity 12

1. If a company cannot compete, the owners will lose money.
2. They will make money if the company does well.
3. The owners will work hard to produce a quality product without waste so that they can make money.
4. They want high quality and low price.
5. It must satisfy the demands of the customer.
6. The *invisible hand* is competition.
7.
 - a. Producers decide what to produce based on consumer demand.
 - b. Producers decide on the most effective method of production to limit costs.
 - c. The market determines who gets the products (i.e., they go to the highest bidder)

Section 4: Activity 13

1. **Monopolies:** A market that is dominated by a single seller can charge high prices and has the consumer at its mercy.
2. **Large corporations:** Large corporations can behave irresponsibly because individuals are not held personally responsible.
3. **Harmful products:** In the quest for profits, companies may harm the environment or create dangerous products.
4. **Advertising:** Advertising can cause people to use scarce resources on products that are not very important. In other words, demand based on need does not exist.
5. **Business cycle:** The up-and-down activity in business can hurt many people, but especially poorer people.

Section 4: Activity 14

Answers will vary. What follows are examples.

Concept Chart I

Concept: **Scarcity**

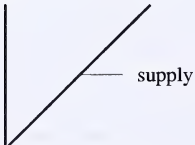
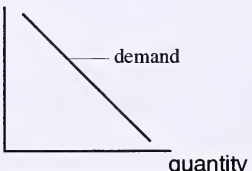
Definition: the fact that there are limited resources to satisfy unlimited wants.... It is the basic economic problem.

Sub-concept	Definition	Examples
Limited resources	<ul style="list-style-type: none"> the limited quantities of things available to use to satisfy wants 	<ul style="list-style-type: none"> gold, good soil
Unlimited Wants	<ul style="list-style-type: none"> the infinite number of things that people want 	<ul style="list-style-type: none"> many types of vehicles to serve many different purposes
Land	<ul style="list-style-type: none"> the factor of production that accounts for anything from nature (the earth) that is used in production 	<ul style="list-style-type: none"> natural resources
Labour	<ul style="list-style-type: none"> the physical and mental effort required in production 	<ul style="list-style-type: none"> factory worker
Capital	<ul style="list-style-type: none"> the facilities or machines used to produce a product or the money to to acquire it 	<ul style="list-style-type: none"> weaving machine
Economic System	<ul style="list-style-type: none"> the way in which a country answers the three basic economic questions 	<ul style="list-style-type: none"> market economy system
Production	<ul style="list-style-type: none"> the process of creating usable products 	<ul style="list-style-type: none"> manufacturing

Concept Chart II

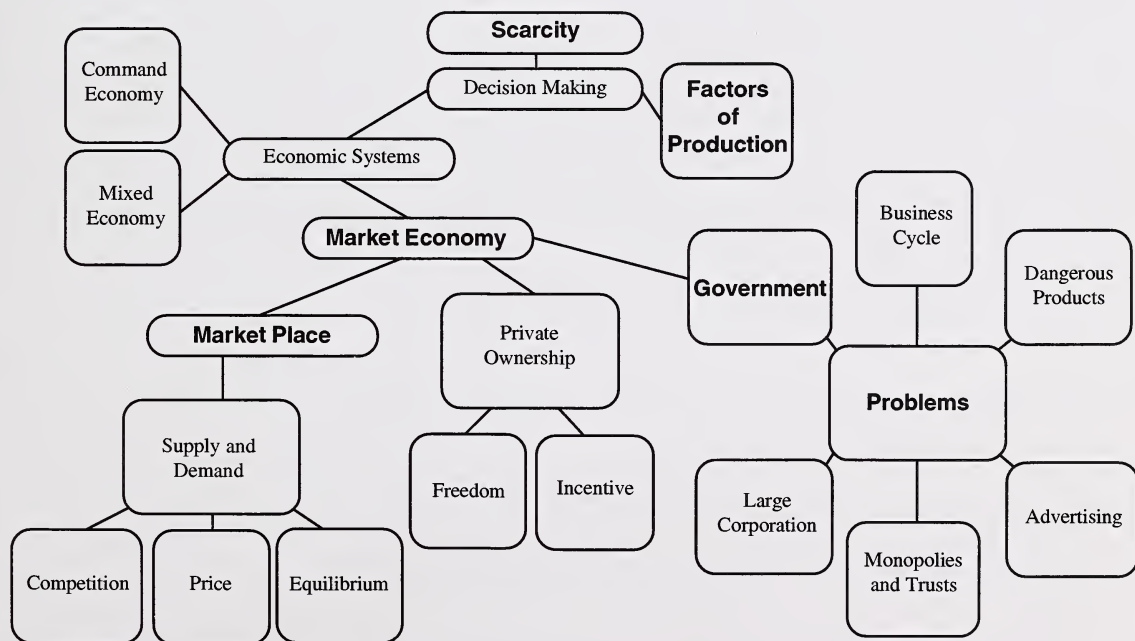
Concept: **Market Economy**

Definition: the type of economic system that allows the competition of consumers and producers of goods and services to determine the price and distribution of those goods and services

Sub-concept	Definition	Examples
Marketplace	<ul style="list-style-type: none"> the place where producers and consumers meet to exchange goods and services 	<ul style="list-style-type: none"> farmers' market
Supply	<ul style="list-style-type: none"> the number of goods and services producers are willing to provide at various prices 	<p>price</p> 
Demand	<ul style="list-style-type: none"> the number of goods and services that consumers are willing to acquire at various prices 	<p>price</p>  <p>quantity</p>

Private Ownership	<ul style="list-style-type: none"> a system that allows individuals to own property or resources of production 	<ul style="list-style-type: none"> Ted's Corner Store
Equilibrium	<ul style="list-style-type: none"> the point at which consumer demand and producer supply meet or are equal 	<p>price</p>
Competition	<ul style="list-style-type: none"> the <i>invisible hand</i> that regulates a market economy... Producers try to provide better products so they can sell more than other producers. 	<ul style="list-style-type: none"> The Bay
Incentive	<ul style="list-style-type: none"> a reason for doing something 	<ul style="list-style-type: none"> high wages
Initiative	<ul style="list-style-type: none"> the willingness of a person or company to take the first step to do something... Initiative often results from an incentive. 	<ul style="list-style-type: none"> the decision of Company X to use robots because it will be able to make a better product than Company Y, its competitor

Section 4: Activity 15



Section 4: Activity 16

- Answers will vary.

2. Answers will vary. Check that answers show an understanding of the contrast between the ideas of Marx and Smith (e.g., equality of income vs. freedom to make money).

Section 4: Activity 17

Answers will vary. Check to see that students' answers show an understanding of the material.

Section 4: Follow-up Activities

Extra Help

1. Here are the words as they appear in the word-search puzzle:

D K H Y C D G X H Y X P P X O O F E E L E P L O
 M M I M D Z E I O S K V N L O G R H P V H R Q K
 D F E O H B E Y E I I G T Y J H M E I I S O W C
 L R R P E V T I E Y G P R X Z J C T B H X B R C
 T M J N S I L C M V J I C X S I N N A W C L B N
 L V C N N O E F P Z K O B U R E V P D D E E O E
 S L C T P H V V J B R W P C B F T C O L M A Y
 L Z E O Z L J R E P O P V N R X R J O C X S P U
 W E N C M S I Q O Q L D I I Y L E F M O P T Q
 T O G E O M D R E Y U M U M F D E Q P W Y L L I
 M N Q N Y N A A A L H I A C O H D Z E Y M G N R
 E Z E I I T O N N F C R L F T K O B T Y W X T Y
 P B T M I K D M D G K Y T I H I M R I G K T C N
 K N G O N D A K I E E O C R B P O P T W H M G A
 H R N N E R E M T C C R S S U R P N I Z D D D O
 Y S M M P E E P N M S O O C S S I I O U U V T W
 D Y A N U E L V Z O H Y N U A E T U N T E K D N
 N N Q A B A X A O H I V S O S R N S M R M P V E
 D H C O C A R Z S G Q S E T M G C I T G I O X R
 E U U E P R I V A T E I I V E Y O I S W A Z S S
 Q L F X M M C H T O H T M C G M S O T U Q C J H
 M A R K E T E C O N O M Y H E I S M D Y B N U I
 Y M O N O C E D E X I M R N N D G N Z S R P K P
 A P A W J M E R X Q K C W G Z U C D G G T T P O

2. Additional information added to true statements will vary.
- False They have unlimited wants and limited resources.
 - True
 - False The factors of production are land, labour, and capital.
 - True
 - True
 - False He could not predict the problems and modifications of today's command economy.
 - False Canada feels that these are essential to our country and controls them.
 - True
 - True
 - False Adam Smith's book was published at about the time of the American Revolution.
 - True
 - True
 - False Competition is the invisible hand.
 - True
 - False Monopolies can charge what they want, which hurts consumers.

Enrichment

Answers will vary. Check to ensure that diary entries reflect Smith's views and show an understanding of the market economy of the United States.

Section 4: Assignment Answer Key (30 marks)

1. a. iv b. i c. vi d. ii e. iii f. v
(3 marks)

2. A

3. B

4. C

5. C

6. C

7. B

8. C

9. A

10. A

11. C

12. B

13. A

(12 marks)

14. Charts should be comparable to the one that follows. Give one mark for each correct response.

Question	Market Economy	Command Economy
a. What goods will be produced?	<ul style="list-style-type: none"> decided by entrepreneurs, based on consumer demand 	<ul style="list-style-type: none"> decided by government, based on its estimate of what is needed
b. How are the goods produced?	<ul style="list-style-type: none"> decided by entrepreneurs, based on availability of resources and using most efficient means 	<ul style="list-style-type: none"> decided by government, based on government priorities and available resources
c. For whom are the goods produced?	<ul style="list-style-type: none"> individual choice, based on available resources (capital, labour, land) 	<ul style="list-style-type: none"> decided by government, usually in an attempt to equally distribute goods

(6 marks)

15. Students may choose any of the economic systems but must clearly describe the essential features of the system and provide two arguments in favour of that system. Following are possibilities, student may have others.

Command economy: the government owns the means of production and makes all key economic decisions

Advantages: ensures greater equality
most appropriate or needed products produced
workers not exploited by owners

Market economy: the economy is self-regulating through the workings of supply and demand, competition, and self-interest; government takes a hands-off approach

Advantages: powerful incentive of self-interest will increase productivity
system is self regulating
produces what consumers want

Mixed economy: the incentive and self-interest of capitalism is combined with some government ownership, control, and regulation

Advantages: non-profitable services and business will still be available
maintains competition and economic freedoms

Suggested mark distribution:

- content, 6 marks
- organization, 3 marks

(9 marks)

Section 5: Quality of Life

Key Concepts

- quality of life
- values

Section 5 deals with quality-of-life issues in the market economy of the United States. Some typical American values are examined in an attempt to create an understanding of the American vision of quality of life.

Teaching Suggestions

Here are a few ideas for supplementary classroom activities:

- Have students create a questionnaire on features that contribute to quality of life. Then have them get friends and family to take it. Use the results to construct a chart of what constitutes a good quality of life according to people in your family and neighbourhood.
- Have students research the plight of the homeless and present their findings to the class.
- Stage a debate, either formally or informally, on the relative importance of material well-being and the other, less tangible, aspects (e.g., job satisfaction, friendships, family) of quality of life.

Section 5: Activity 1

1. Answers will vary.

Expect items dealing with physical needs under the heading **Economic**, mental needs under the heading **Social**, and group needs under the heading **Political**.

2. a. to e. Answers depend on responses in question 1.
3. Answers depend on previous responses. Check that students' classifications are defensible.

Section 5: Activity 2

There are no answers to this activity.

Section 5: Activity 3

1. Answers depend on previous work. Check students' classifications.
2. Definitions should reveal an understanding of what quality of life entails.

Section 5: Activity 4

1. Answers will vary, but here are some possibilities:
 - a. Americans like to think of their country as the land of opportunity.
 - b. They feel that their country should do better.
 - c. They claim that homeless people have not worked hard.
 - d. They are often mentally ill people, single mothers with little job training, or out-of-work skilled labourers.
2. Again, answers will vary. Here are a few possibilities.
 - a. (1) Many people don't see the problem.
(2) Classes don't interact much in American society.
 - b. They are proud of their country.
 - c. (1) If the homeless are unable to help themselves, the situation is very different from what many Americans perceive it to be.
(2) Yes.
(3) If people can't help themselves, Americans tend to feel that they should help them.

Section 5: Activity 5

Answers will vary. The following are some suggestions.

Baby boomers are big consumers and producers. The economy relies on this. When they are no longer big consumers and producers (i.e., older), there could be major economic difficulties. This could endanger the quality of life, such as occurred in the Great Depression.

Section 5: Activity 6

Answers will vary. The following are possible remarks.

This chart suggests that essential jobs to provide the basic needs of people (e.g., farming) are not seen as worth as much as jobs that satisfy social desires. It implies that placing so much value on nonessential jobs may not be right.

Section 5: Activity 7

Answers will vary but should include the following:

The reading implies that the pressures of work and time may lead to a poorer quality of life even though materialistic needs may be better met than in previous generations.

Section 5: Activity 8

1. The value of the dollar and wages are forced down by foreign competition.
2. This would imply that Americans would expect their living standards to improve.

Section 5: Activity 9

1. Answers will vary. The following are possibilities:

Economic	Social	Political
<ul style="list-style-type: none"> • individualism • competition • freedom of choice • free enterprise • little governmental intervention • right to succeed (to become wealthy) • right to inherit • right to personal property • materialism • individual initiative 	<p>(some may overlap)</p> <ul style="list-style-type: none"> • right to choose associates • right to move up in class • right to live where you wish • right to be treated as an equal to others 	<p>(some may overlap)</p> <ul style="list-style-type: none"> • freedom of speech • right to elect leaders • right to legal protection from government and others in society

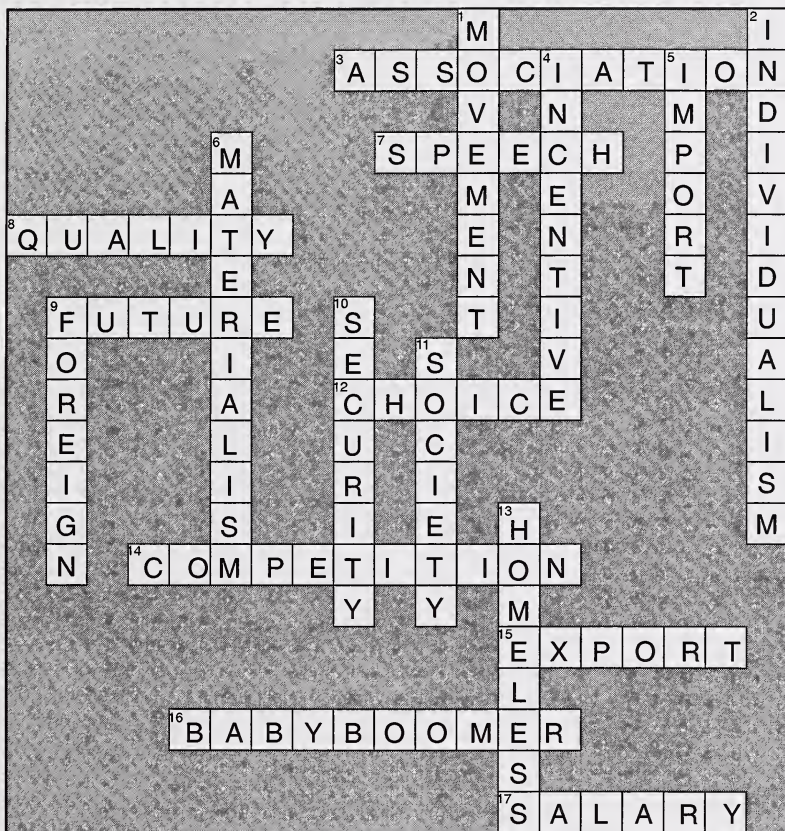
2. Answers will vary with opinions and values. Mark for support of students' point of view, not values of students.

Section 5: Activity 10

Answers will vary widely. The example given in the Student Module Booklet should serve as a guide.

Section 5: Follow-up Activities

Extra Help



Enrichment

Answers will vary. Some possible reasons are as follows:

- bad luck
- lack of effort
- mental illness
- single motherhood
- unemployment due to business cycle
- physical handicaps

The paragraph answer should make reference to the points made above and argue for one side or the other. Facts should be used to support answers discussing the benefits or faults of various economic systems.

Final Module Assignment Answer Key (20 marks)

1. Answers will vary. Following are some possibilities.

Improves quality of life

- material well-being has generally improved since the Industrial Revolution and the advent of capitalism
- greater selection of goods at lower prices
- freedom to make own economic decisions, which relates to values held

Does not improve quality of life

- poor living and working conditions during the Industrial Revolution
- homelessness in the United States
- greater stresses as a result of competition
- people become overly competitive and selfish
- creates materialism as a dominant value

(6 marks)

2. Students' position papers will be personal opinion, however, the positions taken should be supported by sound reasoning. They should have made use of the examples that they came up with for question 1 to provide support for their ideas.

Students are asked to write rough drafts of their papers so you should expect fairly polished work.

Suggested mark distribution:

- content, 8 marks
- organization, 6 marks

(14 marks)

Module 2: The American Economy

Overview

This module explores the market economy system as it has evolved in the United States. Two major questions are examined:

- How has the market economy influenced growth in the United States?
- How has the quality of life in the United States been shaped by the economic growth that has occurred?

<p>The American Economy</p>	<p>Section 1 The American Entrepreneur</p>
	<p>Section 2 Labour and Management</p>
	<p>Section 3 The Business of Government in Business</p>
	<p>Section 4 Consumers and Consumerism</p>

Evaluation

The mark distribution is as follows:

Assignment Booklet 2A	
Section 1 Assignment	25 marks
Section 2 Assignment	25 marks
Assignment Booklet 2B	
Section 3 Assignment	25 marks
Section 4 Assignment	<u>25 marks</u>
TOTAL	100 marks

Philosophy for Module 2

This module is written on the basis of several philosophies. Each of them is addressed throughout each of the sections. It is hoped that if you are aware of them, you will be able to help students through them. Students should be aware of them, too.

Learning Styles

People learn in different ways. Educational theorists divide learners into three types. The first are the visual learners. These learners must be able to see the information to which they are exposed. This visual material can be in the form of print, pictures, charts, diagrams, mandalas, collages, life objects, and so on. Next are the auditory learners. They learn by listening, for example, to tapes, music, voice. Last are the kinesthetic learners. They learn best with hands-on activities. These activities can take many forms, for example, writing; drawing; dancing; making mandalas; collages, posters, and retrieval charts; putting puzzles together; taking a car apart; walking, and so on. As you can see, many of these activities overlap into two or more learning styles. For example, the collage is both visual and kinesthetic. You can both see and create the collage. Many of the assignments in this module are a combination of two or more learning styles.

Level of Cognitive Skill

This module pays attention to the six levels of cognitive skill—knowledge, comprehension, application, analysis, synthesis, and evaluation. The knowledge level is addressed in the assignments having students write their own questions, and in some of the various activities prior to the assignments and culminating activities. Later assignments are focused primarily on the upper levels of cognitive skills.

Study Habits

Most often, teachers spend some time at the beginning of the term discussing study habits with their students. Frequently, however, these habits are never practised with the students. In this module the study program that is introduced and practised in each section is TSQ4R:

T: Thinking is demonstrated in each section where students are asked to use current knowledge to understand new concepts. Students are asked to discover what they already know about the topic, categorize what they know, predict what they need to know, and finally ask questions about what they need to know. This process is one way for students to become active learners. This can be called *scaffolding*.

S and Q: Survey and Question are the second and third steps to this process. When students survey the chapter in their text first, they will read differently from when they read to gain knowledge. They can continue scaffolding when they know and recognize the organizational pattern of the text.

R: Students are asked to **write** their own questions before they read the chapter. If they write their own questions first, two things occur. First, they have ownership of the questions. Having ownership is much better than having someone tell you what questions you have to answer.

R2: Second, they will **read** to answer those questions. If answers cannot be found for their initial questions, new ones are designed. With time and patience, students can be taught to write good questions.

R3: The third thing is to **recite**. When students discuss their answers with you, the learning facilitator, they are reciting the material.

R4: The last thing is to **review**. This review has two parts—a concept growth chart and a summary chart.

Writing Process

It used to be thought that students should always write by themselves. It was believed that if students received any help from others, it was cheating. But it is now recognized that authors do not generally write by themselves. They need to discuss their ideas with others and have still others edit their work. It is often the case that writers do not know what they know until they verbalize their thoughts.

Also, what someone else says can trigger your own thoughts. So instead of worrying about cheating, students are encouraged to discuss their ideas in this module with others.

The twelve steps outlined below make up one process to help students write better than before. It is hoped students will also enjoy writing more. Use this process, or an abbreviated form of it, for students' writing assignments.

The Twelve-Step Writing Process

1. **Brainstorming:** Begin by brainstorming for five to ten minutes, with the learning facilitator or in small groups, what students already know about the topic. Accept all ideas without evaluating them.
2. **Writing:** Write down ideas in a cluster format. Students will find that when they cluster their ideas first, it is much easier to later write them into sentences and paragraphs. Also, they will notice that when they are finished the clustering, the circle is complete; their thoughts have also circled and their ideas are now connected.

Use colour to circle related ideas. Students can also use symbols to indicate linkages and draw pictures instead of writing words. As they cluster, they should not evaluate any of their ideas; rather, they should just write down everything that comes to mind. Clustering takes about ten minutes. Don't be concerned if at first it takes more time. Brainstorm again, sharing ideas.

3. **Writing:** Write for ten minutes. Students do not have to use all the ideas from clustering.
4. **Getting Feedback:** Students should read what is written to the learning facilitator or a partner, explaining what their favourite part is. Partners will then tell the students what their favourite part is. Students should also tell their partners how they plan to continue their writing. The partner or learning facilitator can further contribute by asking positive questions, for example, "Can you tell me more about _____?" Students do not have to respond because they can evaluate such questions and respond in their own writing.
5. **Writing:** Write for another ten minutes.
6. **Reading and Listening:** Go through the same process described in Step 4. If students have the opportunity to meet in groups of three for this step, they should do so. However, only one person responds with questions to each student. Too many questions are hard to remember.
7. **Writing:** Write for another ten minutes.
8. **Getting Feedback:** Repeat Step 4. If students have the opportunity to meet with a group of about six, have them do so. Once again, only one person responds with positive questions about unclear ideas, missing information, and so on.
9. **Producing a complete piece of writing:** Students should now produce their complete rough draft.
10. **Editing by peers:** With the learning facilitator or a partner, students should examine their writing, looking for errors in grammar, spelling, punctuation, and word choice. If students read their writing from the bottom to the top, looking at each word separately, they will find many of their misspelled words. If they read each sentence separately from the bottom to the top, they will often find incomplete sentences or sentences that do not make sense.
11. **Writing the final copy:** Students should now produce their final draft.
12. **Celebrating:** Before handing in their writing for evaluation, students should celebrate their writing with a final oral reading to the learning facilitator or the class. The celebration could include posting the writing on the wall.

Section 1: The American Entrepreneur

Key Concepts

- entrepreneur
- quality of life
- risk taking

This section focuses on entrepreneurship and the roles entrepreneurs have played in the American market economy. Four case studies of highly successful entrepreneurs are examined.

Teaching Suggestions

This study of entrepreneurship can be supplemented in the classroom by bringing in local business people to discuss what it means to actively participate in the risk taking involved in being an entrepreneur.

Another idea is to have students undertake case studies on their own of successful Canadian entrepreneurs. Names like Peter Pocklington, Nelson Skalbania, and the Ghermezian brothers may already be familiar to them.

Students might undertake their own business venture at school—perhaps a sale of some sort. This could lead to a discussion of some of their experiences in the world of entrepreneurship.

Section 1: Activity 1

- Responses may vary depending on the community. Try to get a broad sampling.
- Responses will vary. Students should be encouraged to come up with answers such as these:
 - Business owners take risks.
 - Business owners meet the needs of the community by providing services or goods.
 - Business owners try many different ideas.
 - Business owners try to anticipate the needs and wants of the community.
 - Business owners invest money and provide jobs in the community.
- Answers will vary. Possible responses are as follows:
 - Some can adapt to change more easily than others.
 - Some appear to put their business above personal comfort.
 - Some appear to work harder.
 - Some may not be as honest as others.
- Answers will vary. Students should develop a definition that indicates that entrepreneurs try to make money, take risks, and provide goods and services to the community.

Section 1: Activity 2

- The four entrepreneurs are John D. Rockefeller, Henry Ford, Lucille Ball, and Donald Trump.
- Answers will vary. Students should develop questions that will help them gather facts about each entrepreneur. Possible questions are as follows:
 - What is John Rockefeller famous for?
 - Why is Henry Ford called “the man who found a better way”?
 - How did _____ become wealthy?
 - Who did _____ deal with?
 - What business is/was _____ involved in?

Questions like the following will **not** be useful:

- What city did _____ live in?
- In what year was _____ born?
- To whom was _____ married?

Section 1: Activity 3

Part A

- Answers will vary depending on the questions created in Activity 2.
- For question 2, students will create questions for which they now know the text answers. These are to be completed only if the questions created in Activity 2 cannot be answered in the text.
- Textbook question 1:**
 - It might expand too fast.
 - It might go bankrupt.

Textbook question 2:

- He was meticulous about detail.
- He was a planner.
- He had business sense.
- He had determination.
- He had trust in his staff.
- He was a visionary.
- He was an organizer.

Textbook question 3:

- A trust is a group of commercial enterprises combined to monopolize and control the market for any commodity. (Wording may vary.)
- The people didn't like it. It was seen as a tyrant.
- The American government passed antitrust laws beginning with the Sherman Antitrust Act of 1890.

- Answers will vary depending on the questions created in Activity 2.
- For question 5, students will create questions for which they now know the text answers. These are to be completed only if the questions created in Activity 2 cannot be answered in the text.
- Textbook question 1:** Henry Ford designed and produced the Model T Ford car; he then established a factory to mass-produce them.

Textbook question 2: He invented the conveyer belt assembly line.

Textbook question 3: Ford provided a profit-sharing program for his workers. He treated his workers like children, keeping very tight control over them and their working conditions.

Textbook question 4: Ford's characteristics were stubbornness, innovativeness, diversification of interests, and business sense.

- Answers will vary depending on the questions created in Activity 2.
- For question 8, students will create questions for which they now know the text answers. These are to be completed only if the questions created in Activity 2 cannot be answered in the text.
- Textbook question 1:** Lucille Ball managed her own successful acting career, and she was the major force behind Desilu Productions.

Textbook question 2: She pioneered many television techniques and established the Desilu Workshop for teaching and developing actors' skills.

Textbook question 3: Lucille Ball's entrepreneurship characteristics were diversified interests, business sense, and innovativeness.

- Answers will vary depending on the questions created in Activity 2.
- For question 11, students will create questions for which they now know the text answers. These are to be completed only if the questions created in Activity 2 cannot be answered in the text.
- Textbook question 1:** Donald Trump sells a location and himself. Trump uses publicity to sell real estate.

Textbook question 2: Trump takes the risk of failure every time he begins a new real estate project.

Textbook question 3: He believes in himself, he sells himself and his ideas, and he wants the best product.

Part B

Answers will vary as the students find facts about entrepreneurs. This part is optional and is dependent on the students' having access to various references. Students should be able to explain how the facts they find, in addition to the material in chapter 5 of *Made in the USA*, are reflective of entrepreneurial activities that related to economic growth and change in the U.S.A.

Section 1: Activity 4

- Students' answers will vary. The chart lists possible choices only.

Summary Chart: Interesting Facts

John Davison Rockefeller

- had a special love of mathematics
- worked for \$3.50 a week for three-and-a-half years
- started his first business at age nineteen
- helped found Standard Oil, which controlled the oil industry
- believed in listening to his management team

Henry Ford

- was the founder of mass production
- was responsible for starting Ford Motor Company
- loved to tinker
- tried farming but didn't like it
- replaced workers with machines
- treated his workers like children
- fought unions entering the auto industry

Lucille Ball

- worked on the first television comedy series filmed before a live audience
- was a successful actress and comedienne
- helped young actors develop their talents
- played in a comedy with her husband

Donald Trump

- was a billionaire by the age of forty
- loves to build skyscrapers
- is famous for his real estate dealing
- invested in New York City when few others would
- is concerned about nuclear arms

- Answers will vary. Student responses should be similar to the following.

Summary Chart: Contributions

John Davison Rockefeller: He had a strong business sense and made a fortune in the oil industry, which his company controlled until the Antitrust Act of 1890 broke his domination of the industry.

Henry Ford: He introduced the concepts of mass production and standardization of the production process to the auto industry. He believed that offering quality goods at affordable prices was the key to success.

Lucille Ball: Her work in the television industry helped make it a strong force in America. She helped show that young talent should be developed and that women had a place in industry.

Donald Trump: He expanded a small family inheritance into a fortune by taking risks in the real estate market of New York City.

Section 1: Activity 5

1860	1862	Rockefeller invests \$4000 in what is to become Standard Oil.
	1863	Rockefeller joins with brothers to build Excelsior Refinery.
	1865	Rockefeller buys out Clark's share of the refinery. Rockefeller has 30 refineries.
1870	1871	Rockefeller merges two companies into Standard Oil.
	1873	Rockefeller merges all other refineries into Standard Oil.
	1875	Standard Oil controls more than half of all American oil refineries.
	1878	Rockefeller owns almost all the refineries in the U.S.A.
1880	1882	The first trust company, Standard Oil, is organized.
1890	1890	The Sherman Antitrust Act is passed.
	1893	Ford tests his engine.
	1896	The first Ford automobile is finished.
	1898	Ford is offered \$700 000 for ten cars.
1900	1902	Ford sells about 9000 cars.
	1903	Ford begins Ford Motor Company.
	1908	The first Model T is built.
1910	1914	Ford introduced a \$5 per day minimum wage.
	1915	Ford charts Ford Peace Ship.
	1918	Ford runs unsuccessfully for U.S. Senate.
1920	1926	Ford established the 40-hour work week.
	1927	15 000 000 Tin Lizzies have been built.
1930	1932	Roosevelt begins the New Deal.
1940	1941	Ford holds out against the unions.
	1942	Ball signs an acting contract with MGM.
	1947	Ford dies.
	1948	Ball stars on radio's <i>My Favorite Husband</i> .
1950	1950	Ball and Arnaz form their own production company (Desilu).
	1952-53	Desilu signs a \$5 million contract with CBS.
	1955	Desilu earns more than \$15 million.
	1957	Ball and Arnaz buy RKO studios.
	1958	Ball is woman of the year.
	1959	Desilu's earnings were more than \$20 million a year.
1960	1960	Ball and Arnaz are divorced.
	1962	Ball buys Arnaz's share in Desilu.

1970	1967	Ball sells Desilu.
	1970	Ball establishes Lucille Ball Productions.
1980	1976	Trump renovates the Commodore Hotel.
	1979	Trump buys land for Trump Tower for \$10 million.
	1982	Trump opens Trump Tower.
1990	1983	Ball is inducted into the American Television Hall of Fame.

Section 1: Activity 6

1. Answers will vary. Sample answers are shown in the following chart.

Leadership Characteristics of the Four Entrepreneurs		
Person	Activities and Beliefs	
Rockefeller	<ul style="list-style-type: none"> • was determined • believed in himself 	<ul style="list-style-type: none"> • was an organizer • trusted staff
Ford	<ul style="list-style-type: none"> • invented new products and new ways of producing them • took old ideas and improved on them 	<ul style="list-style-type: none"> • was stubborn • had many interests
Ball	<ul style="list-style-type: none"> • had many interests • was not afraid to try new ideas/techniques 	<ul style="list-style-type: none"> • created new ways of doing things • was determined
Trump	<ul style="list-style-type: none"> • believes in himself • tries to produce the very best product 	<ul style="list-style-type: none"> • is a risk-taker

2. Students' responses should be similar to the following:

- Entrepreneurs are determined to succeed and are not afraid of failure.
- Entrepreneurs try out new ideas and find ways to make them practical. Taking risks is part of their belief system.
- Entrepreneurs believe in themselves and their ability to succeed.

3. Answers will vary. Student responses should reflect that they are aware of their previous notions and are able to provide logical reasons why their response has changed. For example, "I didn't know that entrepreneurs had to believe in themselves."

4. Answers will vary. The students should be able to give logical reasons why their original notion of entrepreneurs were correct. For example, "I said entrepreneurs take risks and so did all of the entrepreneurs I studied."

5. Answers will vary. Students' responses should indicate that they are aware of how their personal characteristics are similar to or different from those of the American entrepreneurs studied, for example, "I don't like to take risks," or "I believe I can be whatever I want to be."

Section 1: Activity 7

1. Answers will vary, but should be similar to the following:

Quality of Life as Viewed by American Entrepreneurs			
Rockefeller	Ford	Ball	Trump
<ul style="list-style-type: none"> Control is essential. Money is important. There should be no government interference. You need good people working for you. 	<ul style="list-style-type: none"> Trying new ideas is important. Tinkering is healthy. Putting out quality goods is satisfying. Giving to charity is satisfying. 	<ul style="list-style-type: none"> It's good to make people laugh. Work is important. Helping young actors is important. Trying new ideas is valuable. 	<ul style="list-style-type: none"> Public attention is great. Money is important. Wheeling and dealing is fun. Negotiating an arms agreement is important.

2. Answers will vary. Students' responses should be similar to the following:

- Having more than one interest seems to be important.
- The adventure of risk taking is important.
- Being able to try out new ideas is important, as is change.

3. Student responses will vary depending on their value systems. For example, students may note that people are more important to them than making money. They may not like to take risks. Change may not be a positive aspect of their lives.

Section 1: Activity 8

- The role of the entrepreneur in the market economy is primarily one of bringing new ideas for goods and services to the marketplace. Entrepreneurs have helped stimulate growth by starting new ventures that provide jobs and a variety of goods and services to the consumer.
- Section 1 addresses all three economic questions. Depending on how the entrepreneurs perceive public needs and wants, they provide goods and services to the marketplace. Entrepreneurs do not make money unless the consumer buys the product, so they must make sure the product is affordable and of reasonable quality. Entrepreneurs are interested in efficiency, so they seek the most efficient means of producing a good or service.

Section 1: Follow-up Activities

Extra Help

- John D. Rockefeller
 - Lucille Ball
 - Donald Trump
 - Henry Ford
 - John D. Rockefeller
 - Henry Ford
 - Lucille Ball
 - Donald Trump
 - John D. Rockefeller
 - Henry Ford
 - John D. Rockefeller, Lucille Ball, Henry Ford, Donald Trump

2. John D. **Rockefeller**, Henry Ford, **Lucille Ball**, and Donald **Trump** are four American entrepreneurs. Each of these people has taken risks in order to develop a new idea, or promote a new product. **John D. Rockefeller** is primarily famous for his work in the petroleum industry. Henry Ford introduced two key concepts to American industry: **mass production** and **standardization of production**.

While noted as a famous comedienne, **Lucille Ball** was also a clever business person. Unafraid to gamble on the future of New York City, **Donald Trump** made a fortune buying, selling, and developing real estate in that city.

Enrichment

1. Students are to assume they are either a radio announcer or one of the famous personalities: Rockefeller, Ford, Ball, or Trump. They will write a dialogue between the announcer and famous person about the celebrities' contributions to American entrepreneurship.

Students should begin the assignment by role playing this situation. Role playing will give them a sense of how a dialogue is carried on. They might also listen to a radio interview or watch a TV interview. If students cannot remember how a dialogue is written, there is an example in Section 2, Enrichment.

2. a. to d. In this activity, students are to assume they are employed by a publishing company that is publishing a new textbook called *The American Entrepreneur*. Their assignment is to design a cover for this textbook.

Before beginning, students should examine and analyse several textbook covers for type of print used, location of book title, location of author's name, use of pictures or design, the meaning of pictures or design, and the use of colour and its meaning. Students should not be concerned with their artistic ability. They should be graded on their creativity, organization, neatness, accuracy, and completeness.

- e. The second part of this activity is a memo to the editor explaining the book cover. If students begin this activity by brainstorming two questions, they will find it easier to write a memo. The two questions are

- What does the editor already know about the book cover design?
- What does the editor not know about the book cover design? For example, the editor will know that covers have words, a title, the author's name, pictures, or a design. An editor will not know why the artist chose the type of print, colours, design, or picture on a book cover. The editor will not know the meaning of the design on the book cover.

Section 1: Assignment Answer Key (25 marks)

- | | | | | | | |
|------|------|------|------|-------|-------|-------|
| 1. C | 3. B | 5. D | 7. C | 9. D | 11. D | 13. C |
| 2. C | 4. A | 6. C | 8. D | 10. C | 12. C | |

(13 marks)

14. Answers will vary depending on which qualities students think are most important. The following are possibilities:

- being determined
- believing in oneself
- not being afraid to try new ideas
- being a visionary
- willing to work hard

Students may have others. Students are asked to justify the choices of qualities that they give.

Suggested mark distribution:

- quality, 1 mark each
- justification, 2 marks each

(12 marks)

Section 2: Labour and Management

Key Concepts

- labour
- management
- labour unions
- collective bargaining
- mediation
- arbitration
- strikes

This section deals with the history of labour/management relations in the United States. The development of labour unions and labour/management bargaining procedures is also examined.

Teaching Suggestions

Activities that might enliven the material in Section 2 could include ideas such as these:

- Divide the class into labour and management groups involved in the production of some product or service. Have the groups discuss and list their concerns and demands. If the class is receptive, perhaps you could engage in some actual bargaining.
Note: The class will require a good deal of guidance in this activity.
- Have the class follow a labour dispute that is written up in newspapers and magazines. Make a bulletin board display of clippings as the dispute progresses.
- Bring in resource people from your community to discuss labour/management issues, e.g., people who have been involved in labour disputes or strikes. **Note:** Be very careful with this activity if it involves raising sensitive issues about a dispute that has occurred in your community.

Section 2: Activity 1

1. Answers will vary depending on the student's community.
2. Answers may vary, but many or all of the list will be checked. For example, teachers, clerks, miners, millworkers, bankers, and city employees all work for someone else.
3. Answers will vary. Bank managers, principals, and foremen all manage others.
4. Answers will vary, but managers and labour are possible answers.
5. Answers will vary depending on the student's answer to question 4.
6. Answers will vary. Managers make decisions about such things as when the store will have a sale, what merchandise will be bought, when the staff will have holidays, and what wages new employees will be paid.
7. Answers will vary. Labourers fill shelves, serve customers, dig sewage lines, pick up garbage, deliver mail, sell stamps, and so on.
8. Answers will vary. The relationship is often formal and distant. Labourers often call managers by their titles. Managers do not always have coffee or eat lunch with labourers.
9. Answers will vary. Students should develop a definition that indicates that labourers are people who work for others, take their orders from others, and have fewer responsibilities than managers.
10. Answers will vary. Students should develop a definition that indicates that managers are people who have other people work for them, who manage businesses, and who may own businesses.

Section 2: Activity 2

Each of the glossary terms is written in a sentence in the textbook *Made in the USA*. Students should become aware of the context clues that define the word or term in the sentence. For instance, the example that is written in the Student Module Booklet is collective bargaining. In the sentence where the term is used, students can tell what the term means by its context. The term is also defined at the bottom of the page. For each term, therefore, there are two definitions.

1. arbitrator, bargaining in bad faith, binding arbitration, blue-collar workers, closed shop, collective bargaining, dues, gender, humanitarianism, indentured servant, mandatory, mediate, merger, migrant workers, recession, suffragette
2. Answers will vary.
 - a. All three terms are part of the bargaining process.
 - b. (1) Collective bargaining is a procedure involving employees and the employer talking together about working conditions.
(2) Binding arbitration occurs when a third party has to solve the dispute and impose a decision on both parties.
(3) Bargaining in bad faith occurs when agreements are reached that do not meet the requirements of the parties being bargained for.
 - c. A possible title is Types of Bargaining.
 - d. All three are labels for labourers.
 - e. (1) Migrant workers are labourers who move from place to place performing seasonal work.
(2) Blue-collar workers are labourers who do manual work.
(3) Indentured servants are labourers who work for someone else for a set period of time.
 - f. A possible name is Types of Labourers.
 - g. They are all part of the negotiation process.
 - h. (1) To mediate means to act as a go-between for two or more opposing parties.
(2) An arbitrator is someone who has full power to judge or decide on an issue.
(3) Mandatory means that an obligation is a command or official order.
 - i. A possible name is The Negotiation Process.
 - j. They are about the activities of companies.
 - k. (1) A merger is the joining of two or more organizations.
(2) A closed shop is a business that hires only union members.
 - l. A possible name is Activities of Business.

Section 2: Activity 3

Answers will vary. Here are examples:

- A **suffragette**, who is of the female **gender**, worked for the labour union and believed in **humanitarianism**.
- Paul worked for the company during the **recession** although he did not pay **dues**.

Section 2: Activity 4

There are no questions for this activity.

Section 2: Activity 5

Answers will vary for most of these questions.

1. Labour movements include all organized activities that wage earners undertake to improve their own working conditions.
2. Four activities of a labour union include the following:
 - organize activities
 - negotiate for wages
 - negotiate for job security
 - negotiate for working conditions
3. Solidarnosc, or Solidarity, is the labour union in Poland. It successfully defended workers against the government of Poland from 1980 to 1989.
4.
 - Labour unions are needed to defend the interests of workers against the interests of management.
 - With the growth of factories, there were changes in the relationship between labour and management.
 - The number of workers changed in relation to management. There were far more workers in comparison to management.
 - A tremendous growth in corporations changed the structure of business. The control of production was removed from the ordinary labourer.
5. Workers and managers no longer worked side-by-side.
6. Three major activities are political, economic, and cooperative.
7. Political activities involve pressing the government to make laws that control the amount of money capitalists make, to protect labourers' rights, and to allow labour to win some economic control from its employers.
8. Economic activities involve collective bargaining with the employers for job security, higher salaries, and better working conditions.
9. They are collective bargaining and binding arbitration.
10. Cooperative activities include setting up a non-profit organization, for example, day-care centres for workers.
11. Three ways in which the labour movement grew are as follows:
 - Labourers changed jobs.
 - Labourers changed location, moving all across the United States.
 - Large numbers of new immigrants came to the U.S.
12.
 - indentured servants, page 76
 - migrant workers, page 76
 - closed shops, page 76
 - suffragette, page 77
 - humanitarianism, page 78
13. Samuel Gompers helped bring many unions together to form the Federation of Organized Trades and Labour Unions in 1881.
14. Problems included the struggle to
 - raise wages
 - improve working conditions
 - force employers to honour contracts
 - begin a system of collective bargaining

15. A group of strikers is spilling milk from the milk cans onto the ground. Two men are fighting. Likely one of the men is a truck driver and the other is a striker. It's a scene of violence.
16.
 - a. AFL means the American Federation of Labour.
 - b. CIO means Congress for Industrial Organization.
 - c. AFL-CIO is a merger of the two organizations: the American Federation of Labour and the Congress for Industrial Organization.
17.
 - A merger is the act of combining two or more organizations.
 - Dues are the monies owed in order to maintain membership in a club or union.
 - Blue-collar workers are people who work at manual or industrial labour. Often they wear blue work shirts.
18. Walter Reuther was a labour organizer for the CIO and a negotiator for the UAW. He helped the AFL and the CIO merge and became their first vice president.
19. What should be the terms and conditions of employment?
20. Strikes were often held strikes and the government was asked for help.
21.
 - a. Three types of regulations are
 - protective regulations
 - labour-relations regulations
 - collective agreements between unions and employers
 - b.
 - Protective regulations
 - set the maximum number of hours per day that workers could be asked to work
 - set minimum wages for women and minorities
 - made it mandatory for industries to aid workers if they were hurt on the job
 - established old-age pensions and survivors' and disability insurances
 - Labour-relations regulations
 - gave workers the right to join unions and to associate freely with other union members
 - outlawed bargaining in bad faith
 - Collective agreement legislation insisted that unions and management must deal with each other.
22.
 - Mandatory means that an obligation is a command or official order.
 - Gender refers to whether a person is male or female.
 - Bargaining in bad faith occurs when agreements are reached that do not meet the requirements of the parties being bargained for.
23. Modern companies have whole departments that specialize in dealing with labour relations.
24. Labour unions have trained specialists who work with the specialists hired by management.
25. Negotiations means talks with others.
26.
 - Mediate means to act as a go-between for two or more opposing parties.
 - An arbitrator is someone who has full power to judge or decide on an issue.
27. The concern is job security.

Section 2: Activity 6

1. **Historical Review of Labour and Management**

Dates	Political	Economic	Cooperative
1700s		First unions 1794—Federal Society of Journeymen Cordwainers 1794—Printers' Union	
1800s		1809—Printers' Union in Boston 1820s—Depression 1869—Knights of Labour 1886—AFL	
1900s	1947—Taft-Hartley Act 1959—Landrum-Griffin Act	1935—CIO 1955—CIO-AFL merged	Companies now have departments for labour relations, salaries and wages, work schedules, and layoffs. Unions have specialists who work in negotiations, legal service, welfare, public relations, and social security.

2. **Conclusions:** The first labour and management activities were economic.

Answers will vary. Here are some possible conclusions:

- The political and cooperative activities began in the 1900s.
- The political activities did not begin until almost the middle of the 1900s.
- There are no dates for the cooperative activities.

Section 2: Activity 7

Teaching Suggestions

This activity focuses primarily on present-day Canadian labour and management conflicts and, if possible, conflicts in the community or area where the student lives. The questions are designed to encourage the student to read and listen for situations of current labour unrest.

If the questions cannot be applied to the student's immediate community, then focus the student on either provincial or national conflicts. If possible, begin this activity in the early part of this section study so the student will have information for this activity.

1. **Answers will vary depending on current labour unrest. Some possible recent conflicts involving teachers might include these:**

- teachers (labour) having trouble in their negotiations with their school boards (management)
- teachers and school boards in the mediation process
- teachers and school boards in the arbitration process with the government appointing an arbitrator
- teachers on strike against the school board

2. **Answers will vary depending on current labour and management conflicts.**

3. Answers will vary.

- If teachers were on strike, students would not be able to attend school. If students had older siblings in grade 12, this strike might have presented a problem. Grade 12 students must write final provincial exams. A strike would have posed learning problems for them.
- If a parent was on strike, the family could have had financial problems. The family could have also experienced relationship difficulties during a strike.

4. Answers will vary.

The whole community would have felt the financial burden, lay-offs, fewer people having money to spend, people spending their savings, people going on social assistance, and the development of bad feelings within the community.

5. Answers will vary. Here are some possibilities:

- Family members might have felt angry and frustrated.
- One family member might have favoured labour while another favoured management.
- Both or one of them might have blamed the government.

Section 2: Activity 8

1. Answers will vary, but should be similar to the following:

Quality of Life as Viewed by Labour and Management	
Labour	Management
<ul style="list-style-type: none"> • job security • profit-sharing with bosses • limitation on imports of foreign goods • higher salaries • better working conditions • no strikes • day-care centres paid by employers • collective bargaining • social mobility • free choice to belong to a union • contracts favouring labour • shorter work hours • more pay for overtime • methods for forcing employers to honour contracts • insurance for disability, old-age, survivors • lack of job discrimination • good relations with bosses 	<ul style="list-style-type: none"> • large profits • many markets for products • limits on imports of foreign goods • economic control over their business • no strikes • day-care centres paid by unions • maximization of American production • no bargaining • contracts favouring management • longer work hours and fewer employees • no extra pay for overtime • good relations with employees

2. Answers will vary, but student responses should be similar to the following:

- Many of the same qualities exist for both labour and management.
- Many of the qualities are different.
- Money, control, and power seem to be important.

3. Answers will vary depending on students' value systems, for example, they may note that quality of life need not include power, money, and control.

Section 2: Activity 9

1. Answers may vary. The following are examples:

The government's role is

- to pass legislation to protect labour from management
- to pass legislation to curb labour's power
- to settle disputes by binding arbitration

2. Answers may vary. The following are examples:

- Some managements were bargaining in bad faith.
- Labour asked government for protection against management.
- At times normal negotiations do not function, and government helps to avoid strikes.
- Strikes can harm the public.

3. Answers may vary. The following are examples:

- The growth of factories caused a rift between management and labour.
- There were many more workers than management.
- Factories became so large that labour never saw management.
- Workers became less skilled and easier to replace with complex machinery.

4. Section 2 answers the question "How should these goods be produced?" Students' reasons may vary.

Section 2: Follow-up Activities

Extra Help

1. Answers will vary, but should be similar to this: Labour movement includes all the organized activities that wage earners undertake to improve their own working conditions. (*Made in the USA*, p. 70)
2. All members of labour unions are **wage** earners.
3. Labour unions are concerned with job **security** and **working** conditions.
4. Answers will vary. Unions are needed essentially to defend the interests of workers against the interests of management.
5. The Industrial Revolution, or growth of factories, was the event.
6. The three activities are political, economic, and cooperative.
7. collective bargaining
8. Answers will vary.

The indentured servant is a person who is under contract to work exclusively for someone else for a set period of time. (*Made in the USA*, p. 70)

The migrant worker is a person who moves from one part of the country to another to perform seasonal work such as harvesting crops. (*Made in the USA*, p. 76)

9. Answers will vary. Teachers, mill workers, and miners are examples.
10. The **Knights of Labour** began in 1869. It was a group of workers from various trades and industries.

11. The **suffragettes** were a group of women who lobbied for the right to vote.
12. The goals of the AFL were to
 - raise wages
 - improve working conditions
 - force employers to honour contracts
 - begin a system of collective bargaining
13. **Samuel Gompers** was the AFL's first leader.
14. "Many Americans disliked unions. They believed unions were a cause of **violence and unrest**."
15. a. CIO stands for **Congress for Industrial Organization**.
b. AFL stands for **American Federation of Labour**.
16. The American government stepped in between labour unions and management with the **Taft-Hartley Act** in 1947.
17. The issue to be determined was what should be the terms and conditions of employment.
18. Answers may vary. **It is to protect the economic interest of their individual members within a company or corporation.** (*Made in the USA*, p. 81)
19. The three types of regulations are protective legislation, labour-relations legislation, and collective agreements legislation.
20. Students should include three of the following possible answers:
 - establishment of maximum number of hours a worker can be asked to work
 - establishment of minimum wages for women and minorities
 - establishment of necessity for industries to aid workers if they are hurt on the job
 - establishment of social-security laws
 - establishment of old-age insurance
 - establishment of survivor's insurance
 - establishment of disability insurance
 - ending of job discrimination on the basis of age, gender, and ethnic origin
21. Answers will vary. An arbitrator is someone who decides in a binding arbitration situation.
22. Answers will vary. Binding means that both parties must accept the arbitrator's decision.

Enrichment

1. Students are to choose one character from one picture in the text and another character from another picture and write a dialogue between the two characters about working conditions and labour/management problems.

For example, on page 70 there are several men working on an assembly line at individual stations. The man selected could talk about the boredom of the job, standing for long hours and, therefore, having problems in his legs and back, or problems with eye strain. He could talk about the last negotiations and how management does not appreciate labour; the money offered was not enough; the breaks are not long enough or frequent enough; a dental plan was not accepted.

The picture on page 73 takes place in this century when working conditions were not very good. One of these men could talk about his working conditions—for example, the tremendous heat—or the lack of such things as breaks, holiday pay, disability insurance, job security, old-age insurance, a lunch room, a ventilation system, and safety devices. Management will not negotiate with them or is bargaining in bad faith.

As another example, the woman on page 75 is working in a factory in the nineteenth century. She is an immigrant woman. She will discuss the poor working conditions, poor pay, lack of safety features, repetitive work, her husband's inability to find work because jobs are given to women or to very young people for less pay, a lack of labour unions, lack of breaks, lack of insurance of any kind, lack of job security, absence of pay increases, holiday pay, and overtime pay, and an absence of maximum working hours per day or week.

2. The mandala is a student conceptualization of labour and management. Artistic ability should not be considered. Students should be encouraged to draw this mandala, but it is possible for them to cut and paste pictures.

The mandala explanation should make clear the student's conceptualization of labour and management. This assignment involves both critical and creative thinking. When evaluating the assignment, consider the student's ability to convey the intent of the mandala. Is it in fact clearly demonstrating the concepts of labour and management?

Section 2: Assignment Answer Key (25 marks)

1.
 - a. labour
 - b. management
 - c. labour unions
 - d. collective bargaining
 - e. binding arbitration
 - f. mediation

(3 marks)

2.
 - a. Answers will vary depending on how students see their own financial positions. Students are asked to explain why they feel as they do. They should consider such factors as their family position, payments they are committed to, and availability of alternative work. (3 marks)

- b. Again, answers may vary. The following is an example:

As a union leader, my duty to my fellow workers involves trying to get the best contract for them in terms of wages and working conditions. I would be in a position to see that management becomes aware of concerns workers may have.

(3 marks)

3. Answers may vary, following are possibilities.

- a. Advantages of strike action might include the following:

- It might force the company to come up with a more acceptable alternative.
- It could produce support for the workers from the community, which might put pressure on the company to change its proposal.

(2 marks)

- b. Disadvantages of strike action might include the following:

- It could result in financial hardship for individuals and for the community as a whole.
- It might lead to bad feelings within the community.

(2 marks)

- c. As a union leader, you will want to maintain some sort of organized response on the part of workers. You could recommend that they express their concerns and any suggestions for remedying the situation, which you could then take back to management. You might also recommend that at this time the workers wait and see what does develop as this is only a proposal by management and you want to see how they respond to the workers' concerns. You could discuss some routes the workers might examine should management carry out its intentions.

Students may have other suggestions. (2 marks)

4. Answers may vary for each of the following. Be sure that students' responses stay focused on what is asked. The following are suggestions.
- Answers should revolve around the idea that management's duty lies in seeing that the interests of the company are at the front. As a member of the management team, you would want to see the company stay competitive and make some sort of profit. **(3 marks)**
 - There should be a sense of responsibility to the workers as they help to make the company productive. Their attitudes and the quality of their work will affect the productivity and the reputation the company has and any future contracts it gets. **(3 marks)**
5. This would be a difficult situation as the company needs to implement the changes so it can remain competitive and continue to exist. A strike or work slowdown will affect the company's ability to meet its existing contracts. You might suggest meeting with workers to show to them the need to make the cuts since the cutbacks are necessary if the company is to continue to exist. **(4 marks)**

Section 3: The Business of Government in Business

Key Concepts

- intervention
- corporations
- stock market
- trusts
- depression
- New Deal

In Section 3, students will discover how and why the American government has intervened in business. Students will examine the basics of corporations and the stock market and will study the Great Depression and President Roosevelt's interventions in business as he attempted to alleviate the suffering of the poor.

Teaching Suggestions

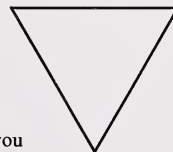
- Students might follow the fluctuations of the stock market on a daily basis. A simulation of an exchange could be set up in class; students could buy and sell stocks over a period of several weeks. At the end, a study could be made of those who lost and those who gained.
- A classroom debate could be staged on the issue of government intervention in business or on the establishment of trusts.
- Students could research other programs established by American presidents along the line of Roosevelt's New Deal. Examples of such programs are Truman's Fair Deal, Kennedy's New Frontier, and Johnson's The Great Society.

Section 3: Activity 1

This activity is two-fold. The first part is to help students label news articles for their five **Ws** and then write a sentence summary for each article. News articles can usually be diagrammed as an upside-down pyramid with the answers to the five **Ws** in the first paragraph.

As the information becomes less important, it will be placed in the bottom portions of the article. After students have completed several of the articles, they should become aware of this pattern. If they do not realize this by themselves, you should draw it to their attention. The student summary should not be a copy of the original news article.

The second part of this assignment will be completed in the enrichment portion of this section under the title "Current Events As Viewed from Three Perspectives."



Section 3: Activity 2

This activity is an attempt to have students discover what they already know about corporations so that the rest of the section can be scaffolded to the known. It is important that students relate the new knowledge to the known, but they must be aware of what they already know.

1. Answers will vary. Bring out the differences between chains and single-owner businesses.

The second part of this activity consists of the use of metaphors as a way of knowing. You may recognize this activity as an analogy. All analogies are metaphors. Using metaphors in this manner helps students organize what they already know. People use metaphors many times when they want to help someone understand a concept. They are powerful logical and linguistic organizers and can be used to introduce new material, test for knowledge, and help with the teaching of new material. Remember, do not believe any metaphor completely. That is why one of the questions students are asked to complete is, "What are the differences?"

When students can compare two parts of the metaphor, they are demonstrating that they have conceptualized the concept of corporations. They are making the strange familiar.

2. Students' answers will vary depending on how they view the concepts of corporations.
3. Students' answers will vary depending on the metaphor chosen.
4. Students' answers will vary depending on the metaphor chosen.
5. Students' answers will vary, but they could indicate that corporations are large businesses with outlets or branches throughout Canada. These outlets will generally deal in the same consumer goods. You can go to any store in the chain and buy the same goods or exchange goods. Corporations are generally powerful and wealthy with many shareholders, each of whom owns a part of the whole.
6. Students' answers will vary.

Section 3: Activity 3

1. aggregate, p. 89; civil suit, p. 92; equity, p. 91; fictitious, p. 89; inventories, p. 94; restrain trade, p. 92; unconstitutional, p. 96
2.
 - a. An **aggregate** of people joined together to form a union.
 - b. Snow White is a **fictitious** person.
 - c. Many **civil suits** are discussed in law courts every day.
 - d. **Equity** is an important part of common stocks.
 - e. To **restrain trade** is against the American laws.
 - f. Before buying house insurance, you must take **inventories** of your possessions.
 - g. An **unconstitutional** action is an act that is contrary to the constitution of a nation.

Section 3: Activity 4

There are no questions for this activity.

Section 3: Activity 5

1. Answers may vary, but should be similar to the following:

The beginnings of American business were built on the philosophy of free enterprise with free-market access to anyone who had the initiative, capital, and talent to survive.

2. A proprietorship is a one-owner business.
3. It was proprietorship.
4. It was partnership.

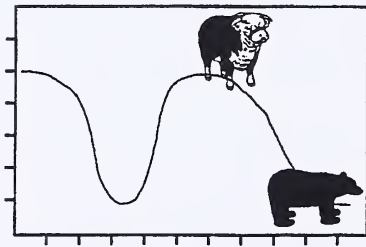
5. The terms are *fictitious* and *aggregate*. Answers may vary, but should be similar to the following:
 - A fictitious being is a person or thing that does not exist.
 - An aggregate is a mass of separate things or people joined together.
6. A corporation is a large group of people acting as a single voice within a company. Each person, or shareholder, has limited liability.
7. Limited liability means limited responsibility. No one individual is responsible for what the company does.
8. A stockholder is an owner of shares in a corporation.
9. Wording will vary but the answer should indicate that stock certificates are certificates proving ownership of stock by an individual.
10. Answers will vary but should indicate that stock certificates show ownership of shares.
11. Equity is the amount that would be left after a business paid all that it owed.
12. It indicates how much an individual shareholder will be paid after the business has paid its debts.
13.
 - a. Answers will vary but should indicate that at its simplest a market is a place where buying and selling take place.
 - b. Answers will vary but should indicate that a stock market is a place where there is the buying and selling of stocks. The term, as it is generally used, refers to the entire set of institutions devoted to the buying and selling of stocks.
14. Answers will vary, but should indicate that a trust company is a large group of companies that agree to control product limitations, prices, and sales quotas. They also allocate markets and territories among themselves.
15. The terms are *restrain trade* and *civil suits*. Definitions will vary, but should be along these lines:
 - To restrain trade is to try to prevent free competition from taking place.
 - Civil suits are matters relating to personal rights that are taken to court.
16. Rockefeller founded the first trust—Standard Oil Trust—in 1882.
17. Answers will vary. Americans felt they were good for the people who had money and power but poor for all others.
18. The two events were
 - government passed antitrust laws
 - civil suits were sent through the courts
19. Two antitrust laws passed by the American government were
 - Interstate Commerce Act, 1887
 - Sherman Antitrust Act, 1890
20. Answers will vary but they should indicate that it was a severe economic depression that occurred in the 1930s.
21. Causes were
 - economic problems stemming from World War I
 - availability of easy credit to business
 - stock market speculation in the 1920s
 - rapid growth of American businesses
22. Answers will vary. Here are some examples:
 - Inventories collected on shelves.
 - The rich got richer and the poor got poorer.
 - Businesses and banks collapsed.
 - There was much unemployment.
23. Answers will vary, depending on information collected from resources.

24. Franklin D. Roosevelt's social, economic, and political program was named **the New Deal**.
25. The effect was to revolutionize the economic, political, and social life of the United States.

26.

President	Program
Truman	Fair Deal
Kennedy	New Frontier
Johnson	The Great Society

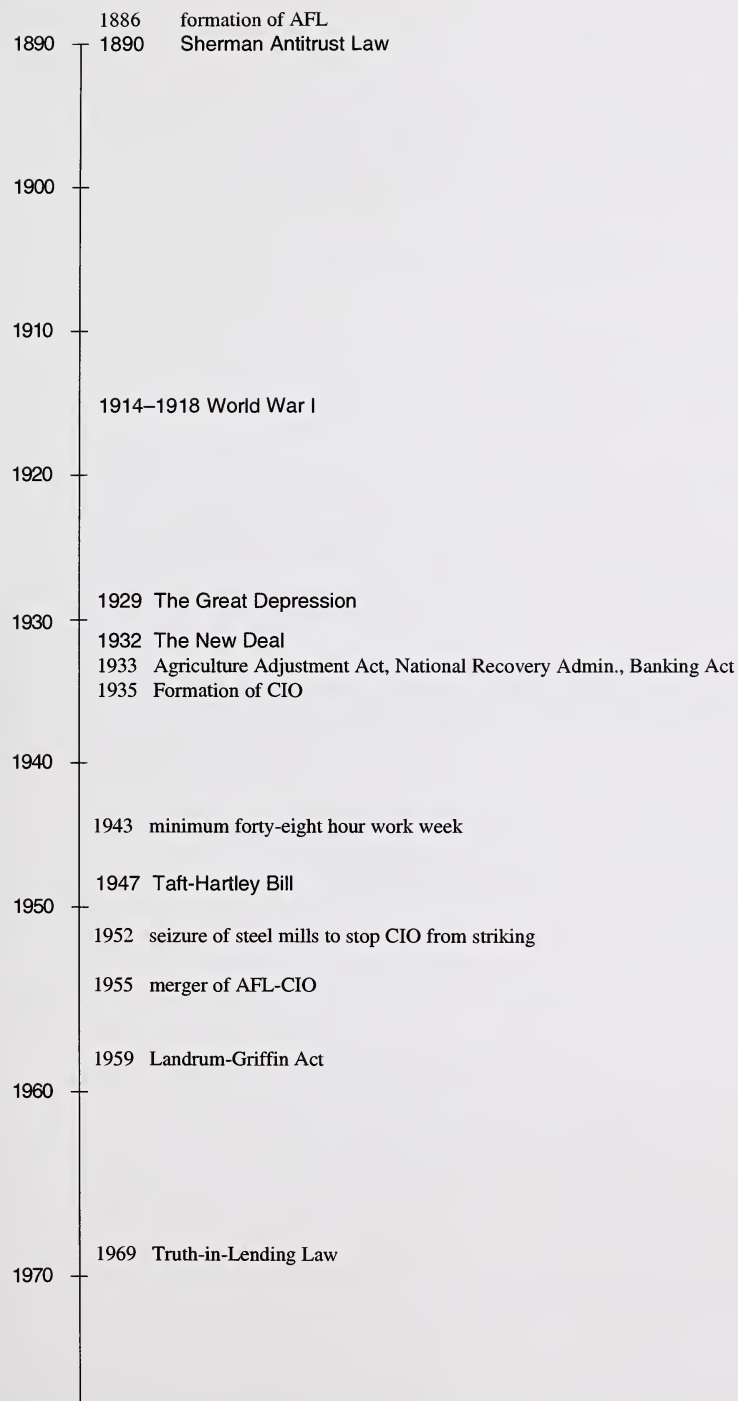
27. Some specific reforms were
- National Banking Act
 - AAA—Agriculture Adjustment Administration
 - NRA—National Recovery Administration
 - National Youth Administration
 - Work Progress Administration
 - National Labour Relations Board
 - Social Security System
28. Students' diagrams should be similar to the following.

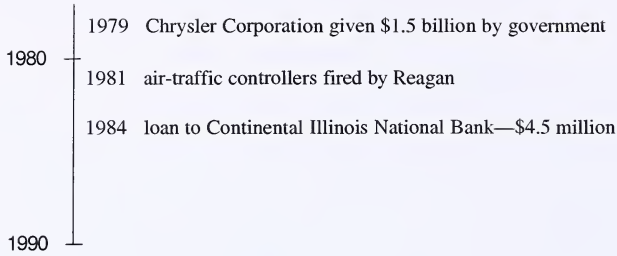


29. Answers will vary. Here are some ideas:
- unemployment
 - old age pensions
 - price controls for farmers
 - stock market regulation
 - rules and regulations to control business
 - taxes
 - import tariffs

Section 3: Activity 6

An important source of information for this time line is the time line in the textbook *Made in the USA*, pages 129 to 134, because it has several inserts regarding the U.S. government's lending money to corporations to keep them in business. This is not mentioned within the text of chapter 7. This time line also has items that are not specifically related to the chapter's intent. These have been ignored in the following answer key.





Here are three possible conclusions:

- Government began its intervention after 1930.
- Government limits the power of business.
- Government bails out business.

Section 3: Activity 7

The answers from students will vary depending on the historical events of the lives of people whom the students interview.

There will be some people who suffered more than others. The paragraphs will also vary in tone, depending on how the students perceive this event. Hopefully all will see that many people lost their jobs, homes, security, and dignity.

Section 3: Activity 8

1. Answers will vary, but corporations appear to value profits, power, and control over others. Governments appear to value protecting labourers from corporations, curtailing the power and control of corporations, maintaining corporations as viable businesses, controlling depressions, and controlling economic cycles.
2. Conclusions will vary. Here are some possibilities.
 - Corporations want profits, control, and power.
 - Governments want to control corporations' power, along with depressions and the business cycle.
3. Answers will vary, but students may not agree with corporations' view of the quality of life.

Section 3: Activity 9

1. Answers will vary but should indicate that the roles of government are those of a stimulus to the economy, a controller of corporations, and a helper to labour.
2. Answers will vary but should indicate that factors that led to government involvement include depressions, the needs of labour, the collapsing of businesses and banks, and a fast-growing economy.
3. There is no government role in a pure market economy other than to provide a framework within which business people can conduct their affairs. For example, government can supply police protection for property and a system of courts for resolving disputes.
4. Answers will vary. All three questions were addressed in this section.
 - The government lends money to businesses that are in danger of folding, so government is interested in what goods should be produced.
 - Government is interested in how these goods should be produced. It curbs the power of corporations through its antitrust bills.
 - It shows an interest in those for whom these goods should be produced with its various bills regulating wages, hours of work, social security, and old age pensions.

Section 3: Follow-up Activities

Extra Help

A cloze activity is a technique that asks students to anticipate meaning from context and to supply previously deleted words from the printed message. In this case words have been deleted every so often and the students are expected to fill in the blanks with the exact word or an appropriate synonym. This will give an idea of how well the material of this section is understood. The student's performance provides a measure of comprehension. This summary is copied from the textbook, *Made in the USA*, pages 99 to 100.

Public interest requires that **American** business be subject to **government** regulation. To regulate business **without** putting undue restraint on it is difficult. Usually the **government** has been reluctant to get **involved** in **business** when things are going well. Before the **Great** Depression, this was **especially** true.

Over the years, the **American** federal government has responded to economic problems by passing **laws** to help ensure a **competitive** balance between different businesses, **each** making the same product. **The** feeling of the government **has** been simple. There should **be** a number of businesses, **offering** a number of products, **all** competing for the money **of** the American consumer. When **these** criteria are met, the **system** is working at its **best**. The economic public interest **of** the American people is **served**.

In the American free **enterprise** system, the entrepreneur is **encouraged** to maximize his or **her** own profit. However, in **the** United States' economy, there **has** always been an unstated **policy** that guides business transactions. **This** policy has included the **notion** that businesses must serve **and** benefit the American people.

These two things, the **striving** for profit and the **responsibility** to serve the public **interest**, work together to form **the** ethics of American business. **Business's** responsibility to the consumer **has** become an established American **economic** principle.¹

Enrichment

1. This activity attempts to give students an awareness that as their perspective changes, so do the facts, opinions, conclusions, and inferences. A person's perspective is reflected by his or her stance on a particular conflict. For example, management's stance is often different from labour's. Conflicts are very difficult to solve because most of the time we forget or ignore the various perspectives of the people involved.

This activity draws to the student's attention that, depending on a group's needs or views, it will perceive a situation differently than will someone with a different viewpoint.

2. This is another attempt to make the strange familiar. Corporations are strange, and apples are familiar. If students can see how there are similarities and differences between the two, they will understand corporations in a way that is familiar to them, though they will certainly not understand everything about corporations. In this activity, students are given one metaphor—corporations are apples—and then asked to create one of their own. Creating their own metaphor and then comparing it demonstrates that they understand the concept.

- a. Students will likely know that

- there are different kinds of apples
- there are many apples in a box
- apples are of various colours, for example, yellow, green, red
- an apple consists of core, pulp, skin, seeds, stem, and blossom

- b. Answers will vary. Corporations are like apples in that

- there are many kinds of corporations
- each corporation (box) can have many outlets (stores, factories, warehouses, businesses, companies)
- each outlet (apple) will have a core of people, a building (skin?), merchandise (pulp?), and a manager (seed?)

¹ Gae Mackwood, *Made in the USA*, (Edmonton: Reidmore Books Inc., 1990), 99-100. Reprinted by permission.

- c. Answers will vary. Corporations are unlike apples in that
- there are more kinds of corporations than there are kinds of apples
 - many corporations consist of numerous kinds of businesses
- d. Answers will vary. The metaphors that students can create are limitless.
- e. to g. Answers will vary depending on the new metaphor.
- h. The diary entry of two or three paragraphs must be written in the first person. Diary writing is a very informal type of writing. If possible, students should talk about this assignment before they begin to write.

Section 3: Assignment Answer Key (25 marks)

1. C 2. D 3. B 4. B 5. A 6. B 7. D 8. B
(8 marks)

9. Answers for the following may vary. What follows are possibilities.
- It is in the government's interest to have the plant operating because, when people are working, the government gets tax money from the income workers earn and, also, the government can earn money on taxes on products that are sold. **(2 marks)**
 - Workers may need financial assistance. It will depend on the financial position of the workers, length of the strike, and what provisions the union supplies workers with during the strike. **(2 marks)**
 - Be sure that students justify their answers with reasons. Some factors students are likely to consider in determining this could include the economic ramifications of the strike, the length of time the dispute goes on, and perhaps if any violence breaks out as a result of the dispute. **(2 marks)**
10. Answers will vary depending on the situations that the students choose and what they feel the role of government should be in the given situation. Students should identify which situations they choose, state yes or no as to whether or not the government should get involved, gives reasons why they think the government should be involved or not, and propose how or what the government should do should it get involved. **(8 marks)**
11. Will Rogers was an American actor, newspaper columnist, and humorist in the homespun tradition. He lived from 1879-1935. His full name was William Penn Adair Rogers. If students check the time line in *Made in the USA*, pages 129-134, they can place Will Rogers in a time frame of what else was occurring in the United States during his lifetime. Students should be able to understand why Will Rogers said what he did.

Answers will be students' opinions. Most will probably conclude that Roger's quotation does fit the American idea of a market economy—for the most part government should take a hands-off approach toward business. **(3 marks)**

Section 4: Consumers and Consumerism

Key Concepts

- consumer
- consumerism
- consumer movement
- propaganda techniques
- quality of life

Section 4 addresses the very topical issue of consumerism in the United States. What does it mean to be an informed consumer? What rights do consumers have? What responsibilities? How do advertisers in a market economy system attempt to manipulate consumers? Questions such as these will be the focus of this section.

Teaching Suggestions

- Get some copies of consumer magazines such as *Consumer Reports* and analyse them for the types of help they offer consumers. If students have access to the Internet, they may find it a useful tool for researching specific consumer information.

- Students are usually familiar with a great many television commercials. Use them as the basis for discussions and debates on the manipulative techniques used by advertisers.
- Make videotapes of TV ads and analyse them in class.
- Have students make up their own ads for products of their choice.

Section 4: Activity 1

Some students will have already completed one cloze activity in Section 3, Extra Help. In that activity, cloze was employed as a review and a method of re-learning information. In this section, by contrast, cloze is utilized as a method to find out what students already know about the two concepts of consumer and consumerism. This is important for you to know, but it is equally important for students themselves to know. If there is going to be any new learning by the students, it must be accomplished either by refining or by restructuring what they already know. For some students it will be a matter of refining but, for others, a total restructuring of what they know will be needed. For still others, it will be a matter of creating new schemata. The cloze activity is one of several strategies that can be employed to get at this knowledge.

Another objective of the cloze activity as an introduction for this section is to ascertain how well students are able to predict missing words with the use of sentence and paragraph context clues. When students have completed the activity, they will be in a much better position to determine what they know and do not know. As they progress through the section, they can scaffold to what they know. Synonyms are allowed in the answers.

The answers to the cloze activity are from *Made in the USA* and are as follows:

"In **economics**, consumption means that goods **produced** have been used up. **People** may not even consider **the** fact that they are **consuming**, but their choices to **consume** do not come by **accident**. Everyone makes choices about **what** to buy and use. **Consumption** may result from the **decision** of an individual or a family to purchase **goods** or services. It may **also** involve the decisions of **a** city, county, or government **to** establish public facilities for **its** citizens to use, like **national** parks, schools, or roads." (p.101-102)

"A consumer is a person **who** buys and uses food, clothing, **shelter**, or transportation. But a **consumer** is also a person **who** takes advantage of recreational **opportunities**. Consumers use services that **repair** and maintain the products **that** they buy." (p.102)

"Today's consumer movement has **centred** on three primary areas of concern. These are the **areas** of: (1) advertising; (2) grading; and (3) **guarantees**. The American consumer movement **has** worked to make advertising **more** accurate and reliable. American **consumers** have a responsibility to **learn** enough about a product to make a critical and **thoughtful** decision about whether or **not** to buy it. But, **the** advertiser is also responsible **to** be truthful to consumers. **Consumerism** is founded on the **belief** that consumers should **buy** what they actually need, **not** simply what companies convince **them** they need." (p.104-105)

"One of the causes **of** the movement is that **there** is an information gap **between** producers and consumers in **the** United States. There was a time, not so long **ago**, when the information consumers **had** available was good enough **to** help them make the **most** of their purchasing decisions." (p. 105)

"**Four** of these changes have **contributed** to consumer dissatisfaction. These **changes** are: (1) the rise of **self-service** retail buying; (2) the declining **abilities** of sales employees; (3) the **increased** use of computers which **has** added one more layer **between** consumers and merchants; **and** (4) the complex organizational structure **of** business." (p.107)

"The American government **responded** to the movement and its early work of consumer **advocates** like Ralph Nader. Under **the** leadership of President John F. **Kennedy**, the government established the **rights** of consumers in four areas: (1) **to** safety—consumers should be **protected** against goods that are **hazardous** to their health or life; (2) **to** be informed—consumers **should** be able to rely **on** the information provided **them** by manufacturers... (3) to choice—**since** the passing of the **Sherman** Antitrust Act, the American **government** has attempted **to** **encourage** free market competition...(4) **to** be heard—consumers must be **assured** that, if they have **complaints**, these will be listened **to** and addressed." (p. 109-110)

"One reason why consumer **critics** and businesses disagree is **that** they have different ideas **about** what is important. For **example**, they disagree about what **competition** means. Consumer critics usually **believe** that competition is crucial **because** it means lower prices. **On** the other hand, businesses **tend** to believe that price **plays** only a minor role **in** why people buy things. To businesses, competition means more, **and** different, products." (p.112)

“Consumers with **complaints**, or who want information, **may** go to a number of places for help. Both **the** American government and private **agencies** provide assistance, information, and **advice**. The Council of Better **Business** Bureaus, Inc. is a **private** organization that works **to** be an effective national **self-regulatory** force for private **enterprise** to demonstrate a sincere **and** visible concern for consumers.” (p.113-114)

“This chapter highlighted the **two** primary functions of **the** American consumer movement. These **are** to protect and to **help** educate the consumer. In **many** American schools, consumer education **has** become a course like **social** studies or science. In **consumer** education courses, students are **taught** how to make wise **decisions** about purchasing consumer goods. **Some** of the topics might **include** an exploration of dollar **value**, purchasing options, product selection, **and** the use of credit **cards**. Both business and government **support** such educational programs, as **do** non-profit organizations such as the Consumers Union.” (p.115)¹

It is suggested that students correct their own cloze activity. In this way it will be a learning experience. They may need some help in determining the correctness of some of the synonyms that they used.

Section 4: Activity 2

There are no questions for this activity.

Section 4: Activity 3

1. The questions students create will, of course, vary.
2. Answers will vary, depending on the questions that the students asked.
3. **Textbook question 1:** The consumer movement in the United States exists as a response to corporation abuses.

Textbook question 2: Ralph Nader and Rachel Carson worked for consumer rights by publishing books.

Textbook question 3: EPA means Environmental Protection Agency. It sets standards for environmental protection and does research on the effects of pollution.

Section 4: Activity 4

1. In this activity, students will examine pictures to ascertain some of the various types of consumer goods that exist in American culture. Answers will vary. Some possible ideas are as follows:

Consumer Goods
page 102: picture 1: food, clothing, makeup, furniture, plant, food container
page 102: picture 2: clothing, furniture, toys
page 103: magazine, TV set, cars, dental care products, food
page 106: dry goods, food, clothes, farm tools and materials, house fixtures, home accessories
page 107: toys, clothes, and haircut or perm
page 111: food, boxes, containers, pail
page 112: food, cigarettes, entertainment (sports, camera, movies), typewriter, buildings, street lights, cars, clothes

2. The categories will vary but they should contain some of the following:
 - entertainment
 - home and farm equipment
 - containers
 - construction materials
 - sports equipment
3. The answers will vary with each student, but students should all check off basics like clothes and food.

¹ Gae Mackwood, *Made in the USA*, (Edmonton: Reidmore Books Inc., 1990), 101-115. Reprinted by permission.

- Answers will vary. Consumerism is very important to North Americas. There are those who claim that consumerism and material possessions are too important.

Section 4: Activity 5

This activity attempts to focus on how producers of consumer goods stimulate the consumers to buy, buy, buy. Students should become cognizant of how they are manipulated into thinking they need all these consumer goods.

The activity tries to involve students in critical thinking about consumerism. There are more propaganda techniques than those discussed in the activity, and students can research the others if they need them for the assignment and have the resources for research. Students should realize that propaganda techniques often depend on consumers' erroneous thinking. Students should become aware of the importance of critical thinking and then learn to practise critical thinking skills as consumers.

- Answers will vary. A class discussion or brainstorming session would be a good idea.
- Answers will vary depending on the five advertisements chosen by the students.
- Answers will vary. There will likely be some students who believe they are not influenced by advertising. Advertising is often very subtle in many respects. Students may not realize how they are influenced by it. However, if a student can write a paragraph that proves with examples or arguments that he or she is not influenced, allow it. In your later discussion with students, you could discuss the subtle effect of advertising on consumers.

Section 4: Activity 6

- Answers will vary, but students will likely suggest having lots of money to purchase food, clothing, sports equipment, entertainment facilities, and many other things. The key word here is *things*.
- Answers will vary. Some students may disagree that things should be the only aspect to a quality of life. There might be a new definition of consumerism—one that does not mean buy, buy, buy.
- Answers will vary. Be sure student's reasons are defensible.

Section 4: Activity 7

- Answers will vary. Consumers have a great influence on the economy. If they are not buying, the economy feels it immediately. Just listen to the economic reports, especially at Christmas. As an individual, a person may not have too great an influence, but many individuals collectively do have influence.
- Answers will vary.

Advantages could be as follows:

- In a market economy, the individual always has many choices of products that other economic systems do not allow.
- In a market economy, the individual's concerns are important, as can be seen in the existence of such things as the Better Business Bureau, government laws, and organizations (for example, Nader's Raiders) that are dedicated to the concerns of individuals.

Disadvantages could be as follows:

- Consumers must learn to become critical, thinking buyers.
- Consumers need to become educated buyers.
- Consumers can be manipulated by producers.
- Consumers can misuse their credit.
- Consumers can be misinformed about products.
- Consumers need lots of money or credit to live successfully in a market economy.
- Consumers need others to look out for them.

3. Answers will vary. The consumer has a number of roles in a market economy. A consumer should be aware, educated, critical, discriminating, concerned for the environment, and so on.

It is the responsibility of everyone to learn how to function as an aware consumer. There is probably more responsibility placed on consumers in a market economy than in any other type of economy. In a market economy, there are many different consumer products. In this economy, the consumer is all-important. Refer back to the three economic questions, especially the third question. In a market economy, products are manufactured for the consumer. The consumer, in many ways, does decide what goods will be produced and how they will be produced. It is up to people to determine if they will be responsible consumers.

4. Answers will vary. The major question answered by this section is **For whom should these goods be produced?**

Section 4: Follow-up Activities

Extra Help

1. This activity is designed on the educational theory that there are numerous students who must visualize what they know before they can write it. Those students who prefer to utilize a writing format first should write what they know about consumers and consumerism before they design their advertisements. As the students work through this activity, they should check their notes, Student Module Booklet, and textbooks for needed information.
2. Having students write out their explanations in their own colloquial style will involve less pressure than would a formal paragraph or essay.

Enrichment

1. The answers will vary as to the interpretation of the quotation. Buyers are responsible for their research into a product, knowing the quality of the product, reading the product's contracts and guarantees, understanding the suitability of the product, being aware of policies, and so on.

Students will differ in the ways they present this quotation. They can choose one of several methods:

- a single picture cartoon with caption
- a collage
- a poster
- a comic strip of several pictures
- a poem

There may be other presentation ideas that students want to use; you must decide if they are reasonable.

Students must design this presentation with themselves—the consumers—as the focus. Once again, the writing segment of this activity is an important part of the assignment. Students must be able to explain their visual ideas. This has at least two purposes:

- It ensures that students have clear ideas of how their presentation fits the assignment.
- It insures that you, as a learning facilitator, also have a clear idea of what the presentation represents.

2.
 - a. Answers will vary. Students are required to design or create a new product. It could be a combination of other products or an entirely new one.
 - b. Answers will vary. Be sure students understand what fraudulent advertising is.
 - c. Answers will vary. This ad is to be a responsible one.
 - d. The comparison of both advertisements will demonstrate the knowledge students have about fraudulent and responsible advertising. Of course, in a real life situation they would not submit the two ads to the advertising editor, nor would they explain the two types. The editor is simply to provide a focus for the writing.

Section 4: Assignment Answer Key (25 marks)

1. A consumer is a person who buys and/or uses products and services. Consumerism is the idea that consumers need to make wise choices about what they buy; it also focuses on encouraging the government to make laws that will protect consumers from dishonest business practices. **(4 marks)**
2. a. to c. This assignment attempts to encourage students to be aware of the power of advertisements. They tell people what to believe, what to wear, what to eat, how to be entertained, and so on. Advertisements tell people what should contribute to a good quality of life. Consumers should be questioning these values as portrayed by advertisers—this assignment attempts to do just this.

Answers will vary. Many advertisements portray only very young, good-looking people. Their clothes are expensive. In order to have fun, they must be drinking (alcohol or soft drinks). To be socially accepted, young people must use particular products, for example, deodorants, hair sprays, and toothpaste. Being a man often means being macho, drinking, and taking a leading role in decision making. Being a woman is being feminine, pretty, well-dressed, and searching for a man. Men are often portrayed as being in authority, for example, they know the best floor wax to use and the best laundry soap; they are the leaders in group activities, and leaders in car selection. Women's roles are often portrayed as within the home, for example, cleaning, washing, and cooking.

Suggested mark distribution:

- a. 1/2 mark for identifying the product or service being produced
- b. 3 marks for identifying and explaining the advertising techniques being used
- c. 3 marks for analysing and identifying the quality-of-life characteristics being promoted

(13 marks)

3. Students are to produce a dialogue between themselves, as interviewers, and Ralph Nader. The interview is designed to inform the public as to why there is a need for consumer rights protection. If possible, encourage students to do more research on Mr. Nader. However, if this is impossible, they can still write the interview by reviewing the information given in their textbook.

Role playing can help the students explore what kinds of interview questions and answers are needed. Students can role play with others or play both parts themselves. If students play both parts themselves, wearing a different hat for each role will help them distinguish their roles. Every time they change roles, they also change hats. Not only will this be a useful exercise, it will also be fun.

The interview should begin with the introduction of the program, explaining how it will be conducted, who the guest is, and what the topic will be. Students should watch a suitable TV program to help them set the scene for their interview and to sign off their guest and program at the end of the show.

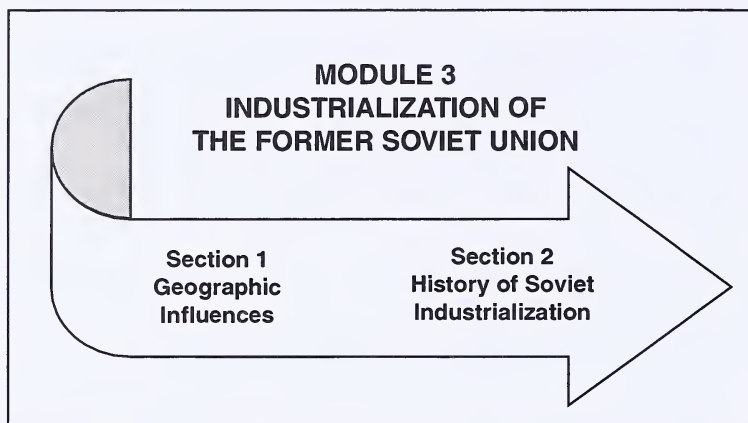
Following is a possible evaluation form.

Interview		
Content	4 marks	Comments:
<ul style="list-style-type: none"> • accuracy • completeness 		
Organization	2 marks	
<ul style="list-style-type: none"> • neatness • lack of writing errors 		
Role/Audience	2 marks	
<ul style="list-style-type: none"> • role addressed throughout • audience addressed 		
Total: 8 marks		

Module 3: Industrialization of the Former Soviet Union

Overview

This module provides information on the influence geography had on Soviet industrialization and the history of industrialization of the former Soviet Union. It examines how the location and other geographic factors affected the industrialization that occurred there. Some history of the early industrialization process and living conditions of the people of that time are given. Economic planning for the period from the start of the former Soviet Union following the 1917 Revolution to Gorbachev becoming leader in 1985 is discussed.



Evaluation

The evaluation of this module will be based on two assignments. The mark distribution is as follows:

Assignment Booklet 3A	
Section 1 Assignment	50 marks
Assignment Booklet 3B	
Section 2 Assignment	<u>50 marks</u>
TOTAL	100 marks

Resources and Materials

The basic resource required for this module is the text *Russia, Then and Now* by Phyllis Arnold and David J. Rees, Arnold Publishing Ltd., 1993. The Teachers' Guide for this resource should also be of help to you.

In the Extra Help segment for Section 2, students are to watch the following video if they can access it.

- *Witness to History: The Russian Revolution*

Section 1: Geographic Influences

Key Concepts

- location
- vegetation
- natural resources
- population distribution
- climate
- landforms
- bodies of water

Section 1 is devoted to an overview of Soviet geography in an attempt both to familiarize students with the physical characteristics of the country and to make them aware of some of the problems Soviet geography created for the people and government of the former USSR.

- ## Section 1: Activity 1

- ## Section 1: Activity 2

- ### Section 1: Activity 3

- Learning Facilitator's Manual

2.
 - Iran
 - China
 - Mongolia
 - Turkey
 - Afghanistan
 - North Korea
3.
 - a. The people in the European part were mainly Slavic in ethnic background. The Asian part were mainly Turkic peoples.
 - b. The European part had been largely settled by Slavic people who lived in Eastern European countries. In the Asian part, the Turkic people shared a similar religion and culture with those people living in their neighbouring countries.
4.
 - a. Much of the former Soviet Union was at the same latitude as Canada.
 - b. Answers will vary. When latitude is the same, one can look for similar climate, vegetation, and other geographical factors.

Section 1: Activity 4

1. Answers will vary, but problems would likely occur in areas of government, communications, and transportation.
2. Answers will vary. Problems in communication and transportation are likely. So are problems in resource development.
3. to 6. The following map is for questions 3, 4, 5, and 6.

Physical Features of the Former USSR



7. Answers will vary, but should be along these lines.
 - a. These mountains divide Europe and Asia; they are high hills between the Great Russian Plain and the West Siberian Plain.
 - b. These mountains border Iran and Turkey, are the highest in Europe, and lie between the Black and Caspian Seas.
 - c. It is located between the Caucasus Mountains and Central Asia.
 - d. It is located in Eastern Siberia and is the largest freshwater lake in Russia with many unique species of plants and animals.
 - e. It is a shallow sea in the deserts of the Turan Lowlands; it is shrinking today as it is used to irrigate surrounding desert land.
 - f. It is an extension of the North European Plain and was once covered by an ocean.
 - g. It is extremely flat with many swamps.

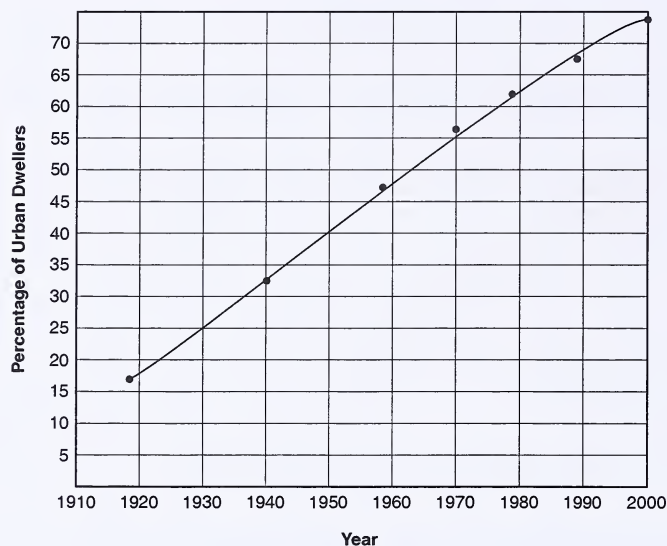
- h. It is bordered by the Yenisey and Lena Rivers.
 - i. This river flows into the Black Sea through Kiev. It is important for shipping.
 - j. This river flows into the Azov Sea and is used for shipping.
 - k. This river, called the lifeline of Russia, is the most important river and is important for shipping.
 - l. This is the fourth largest river.
 - m. This river is in Siberia.
 - n. This river is important for shipping and is linked to the BAM Railway.
8. Regions with a continental climate are usually a fair distance inland and as a result have little rainfall. Winters are cold and summers are hot and temperature varies a great deal. Spring and autumn seasons are usually short.
 9. The former Soviet Union was covered mainly with coniferous forest (taiga). Nearly half of the country was covered by evergreen forest. Other parts of the country had mixed forest, grassland (steppes), and desert (hot and cold) vegetation.
10. a. G c. E e. B g. D i. A
b. C d. G f. A h. F j. B
 11. They are in the Asian portion.

Section 1: Activity 5

1. The largest concentration of people is in the European portion of the country.
2. Answers may vary. Students could include Siberia and the extreme north area as the most sparsely populated.
3. a. Answers will vary. Climate, vegetation, and soil play a role in where people choose to live. Access to water routes for transportation and water for drinking are also important. Historic reasons also affect settlement patterns.
b. Answers will vary. The winters could be harsh, climate could be unsuitable, crops may not be grown, or other such reasons.
4. Although both countries cover large areas, both countries have their populations concentrated within small areas of the country.
- 5.



6. The Russian republic was the largest.
7. Answers will vary. Essentially, the former Soviet Union had a large population, but it was concentrated in the European part of the country.
- 8.

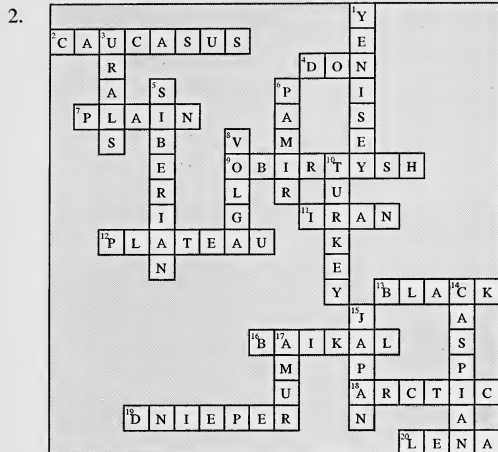


The level of urbanization in the former USSR will be approximately 75% by the year 2000.

Section 1: Follow-up Activities

Extra Help

1.
 - a. T
 - b. F It did not border the former Soviet Union.
 - c. T
 - d. T
 - e. F There were fifteen.
 - f. F There were eleven.
 - g. T
 - h. T
 - i. F The majority was located east of the Urals.
 - j. T
 - k. T
 - l. T
 - m. T
 - n. F It had increased.



Enrichment

Teaching Suggestions

Students may find the time zone game difficult to understand at first. You may have to work with them through the first two or three rounds. The key is that students must fill in the chart as they play each part of the round. Students should not play Game 2 until they have mastered Game 1. Game 2 should be tried because it is a much more realistic simulation.

1. a. This is totally dependent on the coin tosses.
- b. Students should mention something about the time zones, not just that they kept getting tails.

Students' answers will vary for questions c to e; however, the following information should be included in their answers.

- c. Time zones really caused communication problems in the former USSR.
 - d. (1) The citizens would have had trouble with communication throughout the country.
(2) The government had trouble reaching everyone on the same day with information.
(3) Industry had a hard time getting to speak to different people.
 - e. (1) Canada faces the same type of problems.
(2) They are not as severe because Canada has only seven time zones as compared to eleven.
2. a. Answers will vary.

- b. Students should mention something about time zones.

Students' answers will vary for questions c to e; however, the following information should be included.

- c. Time zones really did cause communication problems in the former USSR.
- d. (1) The citizens would have had trouble communicating throughout the country.
(2) The government had trouble reaching everyone on the same day.
(3) Industry had a hard time getting to speak to different people.
- e. (1) Canada faces the same type of problems.
(2) They are not as severe because Canada has only seven time zones as opposed to eleven.

Section 1: Assignment Answer Key (50 marks)

1. Give 1 mark for what is found on each of the four frontiers. There may be some variation in answers.

- To the north, one would find the Arctic Ocean (or Finland).
- To the east, one would find the Pacific Ocean.
- To the south, one would find countries of Central Asia (Mongolia, China, Afghanistan, Iran) and the Caspian Sea.
- To the west, one would find the Black Sea and countries of Eastern Europe (Romania, Hungary, Czechoslovakia*, Poland).
* now Czech Republic and Slovakia

(4 marks)

2. B

3. A

4. C

5. B

6. C

7. B

8. D

9. B

10. D

11. D

12. C

(11 marks)

13.

Climatic Region	Major Economic Activities
high latitude marine	hunting, trapping, mining
high latitude continental or taiga	lumbering, mining
semi-arid	agriculture
arid (desert)	nomadic herding
Mediterranean	tourism, agriculture

(4 marks)

14. The region is the Great Russian Plain. It is a low-lying plain that has soil suitable for agriculture, which explains the population distribution. People were attracted to the region by the fertile land. **(3 marks)**

15. The rivers of the former Soviet Union have been important to its citizens for the following reasons:

- as a means of transportation
- as a source of power
- as a source of water for drinking and irrigation
- for fishing

(3 marks)

16. Students may choose any of the Soviet geographic regions to describe. They must present at least three features of the region. Following is a sample answer.

The Caucasus is one of the most beautiful regions in the world. The rugged mountains are the highest in Europe and provide many opportunities for hiking or climbing. This region is home to a great many colourful ethnic groups such as the Armenians and Georgians. You can travel back in time as your journey takes you to the many historic sites found in the Caucasus. In addition, the Caucasus provides easy access to both the Black Sea and the Caspian Sea, as well as to the neighbouring nations of Turkey and Iran.

Suggested mark distribution:

- content, 6 marks
- organization, 4 marks

(10 marks)

17. Answers will vary somewhat but should be comparable to the following. Students are asked to do three industries.

Suggested mark distribution for each industry:

- location, 1 mark
- reasons, 2 marks
- problems, 2 marks

• **Pulp-and-Paper Mill**

Location: Russian Republic

Reasons: This is where the trees grow.

Problems: The area has an inhospitable climate and poor soil for growing crops; therefore, food must be imported. There will be problems in moving people into the area and moving the finished product to the European portion of the country as well as building a power plant.

• **Steel Plant**

Location: Ukraine or the Russian Republic

Reasons: This is where the coal and iron ore are located.

Problems: In the Ukraine or the European portion of the Russian Republic, no major problems will occur. If the plant were located in the Asian portion of the Russian Republic, it would face the same problems as do the pulp and paper mills.

• **Oil Refinery**

Location: Ukraine, Azerbaijan, Turkmen, Kazakh, or the Russian Republic

Reasons: This is where the oil fields are located.

Problems: No major problems would occur in the European portion of the Soviet Union; however, in the Asian portion the problems are the same as for the pulp and paper mills.

• **Fish-Processing Plant**

Location: Russian Republic—(Vladivostok), Ukraine (Odessa), and Latvia (Riga)

Reasons: These are areas on oceans or seas. They have ports and major fishing fleets.

Problems: No major problems would occur except for Vladivostok which has a problem in moving the finished product to market.

- **Meat-Packing Plant**

Location: Ukraine, Russian, Moldavian, Estonian, Latvian, and Lithuanian Republics

Reasons: This is where the cattle and pigs are raised and where the majority of the consumers live.

Problems: No major problems would exist. Students, however, may mention the problem of getting meat to the other republics outside of these regions.

(15 marks)

Section 2: History of Soviet Industrialization

Key Concepts

- industrialization
- Russian Revolution
- collectivizing
- five year plans
- planned economy
- communism

Section 2 presents the students with historical information designed to enable them to understand how the former USSR acquired its centralized economic system. As well, the basic interests of Lenin and Stalin are investigated, along with the system of five year plans that characterized the development of the former Soviet Union as a major industrial power.

Teaching Suggestions

- The films *Dr. Zhivago* and *Nicholas and Alexandra* present vivid pictures of life during the Russian revolution. (You may want to preview these films and edit out some of the material.)
- Students will undoubtedly bring to this section a bias against communism and perhaps socialism, though they probably have at best a very vague idea of what these terms mean. Try to present the material in this section in such a way as to challenge some of the students' prejudices.

Section 2: Activity 1

1. Answers may vary slightly.

Party	Goals and Beliefs
Bolsheviks	wanted a revolution that was tightly controlled
Mensheviks	wanted a revolution but wanted it more broadly based, similar to democratic socialism
Social Revolutionaries	wanted a revolution from a peasant base; used terror and violence
Constitutional Democratic	wanted a constitutional monarchy and an elected parliament
Octobrist Party	wanted a constitutional monarchy with the tsar as a figurehead, wanted land reform and private farming

Answers for questions 2 to 5 will vary, but they should include the following information.

2. The soldiers faced a lack of everything—military supplies, food, clothing, proper medical care, and leadership.
3. As territory was lost, peasants moved further into the cities and towns. These became more crowded, and supplies became shorter.
4. Answers will vary. It continued the war, prolonging the hardships associated with it.
5. Large numbers of volunteers joined. The entire society was willing to make sacrifices. Millions of people lost their lives.
6. Answers will vary. Nicholas II believed he should have unlimited power and that people should be obedient or be punished. He favoured a strong central government that controlled much of the economy. He also wanted a large army to protect the country. As the central leader he wanted and pushed for one culture and one religion. He was not interested in change or ideas that could meet the people's needs and improve their lives. This viewpoint would have contributed to what became the Russian Revolution of 1917.
7. Answers may vary.

Causes		Results
<ul style="list-style-type: none"> • loss of support for the Tsar • Bloody Sunday • Rasputin • spontaneous strikes and food shortages • general strike in Petrograd • the bad conditions for the soldiers 	February/ March	<ul style="list-style-type: none"> • Nicholas II abdicated. • Provisional government was established with Kerensky in charge.
<ul style="list-style-type: none"> • Provisional government continued with the war. • Peasants wanted land. • Food shortages continued. • Soviets gained power. • Korniliv affair occurred. 	October/ November	<ul style="list-style-type: none"> • Bolsheviks, led by Lenin and Trotsky, seized power. • Provisional government lost support of the army. • Communism was established.

Section 2: Activity 2

1. When elections were held, the Socialist Revolutionary Party got twice the number of votes that the Bolshevik Party got. The Bolsheviks used soldiers to prevent the Socialist Revolutionaries and others from entering the assembly building when the constituent assembly was to meet. Then, when the meeting started, the Bolsheviks became disorderly and the assembly had to be shut down.
2. During the Civil War of 1917 to 1921, the two sides were the Bolsheviks (also known as the **Reds**) and the **Whites**.
3. The main policies of the Bolsheviks were as follows:
 - abolish private property
 - nationalize banks, industry, and merchant marine
 - abolish the stock market
 - create a state monopoly on gold
 - change the calendar
 - end the government debt
 - end inheritance
 - abolish titles
 - restrict freedom of religion
 - modernize the Russian alphabet

4. a. The Whites were mostly middle-class and upper-class people.
- b. The White army was a disorganized mixed group that disagreed on strategies and ideas.
5. War Communism involved the setting of quotas and the seizing of food and materials at gun point. The thrust of War Communism was to create a communist society where the State owned everything.
6. Production dropped and a famine occurred.

Section 2: Activity 3

1. Students' charts will vary. Be sure students do not exceed the two thousand tonnes of steel allocated them. They should be able to defend their decisions.
2. Again, charts will vary. Check that ratings are defensible.
3. a. The capital resources are as follows:
 - railway track
 - heavy-duty trucks
 - railway hopper cars
 - railway locomotives
 - large tractors
- b. The consumer goods are as follows:
 - housing units
 - refrigerators
 - stoves
 - passenger buses
- c. Capital goods will benefit the country more as they will help build the economy and produce more goods and wealth.
- d. A planner is trying to improve the economy.
- e. An individual is looking for more (and better) consumer goods.
- f. The conflict is between improving the economy so that more consumer goods can be produced later and producing those goods right now. How much waiting will people tolerate?

Section 2: Activity 4

1. Because economic conditions in the country were very poor, even worse than they had been prior to the November 1917 revolution, Lenin decided to introduce the New Economic Policy to help the country recover.
2. The NEP allowed for the re-introduction of a market economy and private land ownership.
3. Under the New Economic Policy conditions improved. Industrial production increased and famines ended.

Section 2: Activity 5

1. Stalin wanted to produce huge amounts of grain to export to obtain money to pay for new machinery to increase industrialization. Collectivization would force peasants to deliver their marketable grain to the state.
2. The kulaks were eliminated as a social class.

3. The Ukraine was singled out for increased collectivization because it was the former Soviet Union's major grain-producing area.
4. The Kazakhs were forced to give up their nomadic herding way of life and move to permanent farms. This change in lifestyle and the quotas they had to fill led to mass starvation and many deaths.
5. Answers will vary. Students could argue either way as to whether or not collectivization was necessary to industrialize the country. Stalin did need money to pay for equipment he imported. Students who take the position that collectivization was not necessary will have to come up with other means of obtaining capital. With collectivization, a lot was lost or wasted as crops and animals were destroyed by people who refused to give them to the state. Many people were murdered or starved to death, which also affected production. Students could suggest less brutal measures that could have been used to get better results.

Section 2: Activity 6

1. Stalin wanted to industrialize the country and build up its defences to make sure that capitalist powers would not take over the former Soviet Union.
2. Stalin used a series of five year plans to get the country industrialized. These plans stressed the build up of heavy industry.
3. As a result of Stalin's plans, the former Soviet Union had become the world's second largest industrial power by 1955.
4. a. Timelines will vary.

1928 – First Five Year Plan

- 1500 new factories and several new cities built
- farms collectivized so crops could be exported to pay for foreign-made industrial equipment

1933 – Second Five Year Plan

- continued ambitious demands of first plan, pushed for heavy industry at expense of consumer goods

1938 – start of Third Five Year Plan

- interrupted in 1941 by the German invasion of Soviet territory (WWII)
- pressed for heavy industry at the expense of consumer goods production

1946 – Fourth Five Year Plan

- started plans to rebuild towns and villages destroyed by the war
- continued to expand heavy industry and military production

1951 – Fifth Five Year Plan

- further developed heavy industry in aircraft production, chemical and oil production
- By 1955, over 16% of the world's industrial production was from the Soviet producers, making it the world's second largest industrial power.

- b. World War II interrupted the Third Five Year Plan when Germany invaded in 1941. No plans were in effect for the duration of the war, which ended in 1945.

Section 2: Activity 7

1. Khrushchev tried spending more money to give agriculture greater importance in the five year plans. New methods of cultivation, new crops, and farming undeveloped lands were used to increase production.
2. The projects were somewhat successful in their introductory period but in later years proved to be a failure.

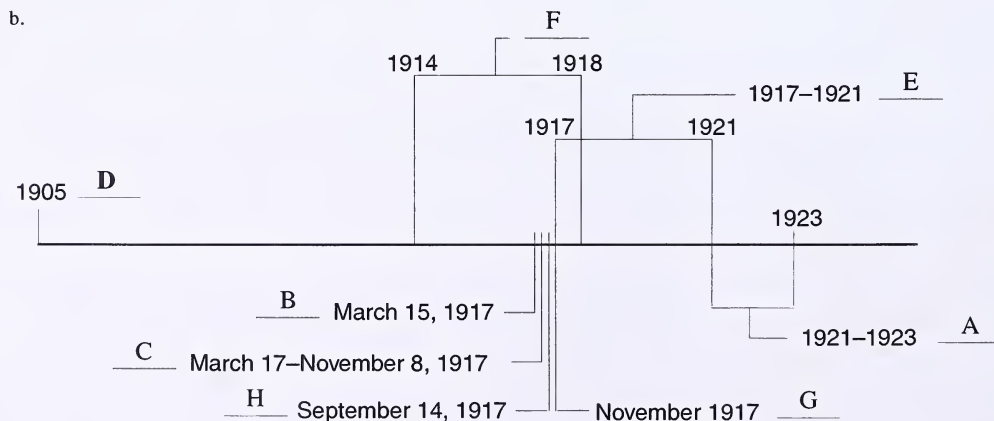
3. See page 140 in *Russia, Then and Now*. Also refer to page 300 in the Glossary.
4. Because of the country's poor harvests and industrial problems, Khrushchev was removed from power. He was blamed for damaging the image of the country abroad as well.
5. The Soviet Union (as it was then) had made great progress.
6. He asked for increased efficiency, the speeding up of scientific and technological development, and the strengthening of labour discipline.
7. Decisions as to the objectives of five year plans are said to be made after much discussion on a nationwide level.
8. The Soviet planning process is not living up to its promises.
9. "Eleventh Five-Year Plan" says that things are improving at a tremendous rate while "Another Five-Year Plan Failure?" is rather pessimistic.
10. Few policies to do this were implemented. Many highly placed government officials liked the good jobs and power their positions brought and were not interested in improving the living conditions of Soviet people. Those who disagreed with this kept quiet for fear of losing their own jobs. Top leaders tried to keep things as they were.
11. The problem was how to modernize the economy and improve production.
12. He was well educated, young, energetic, and interested in making changes to the Soviet system.

Section 2: Follow-up Activities

Extra Help

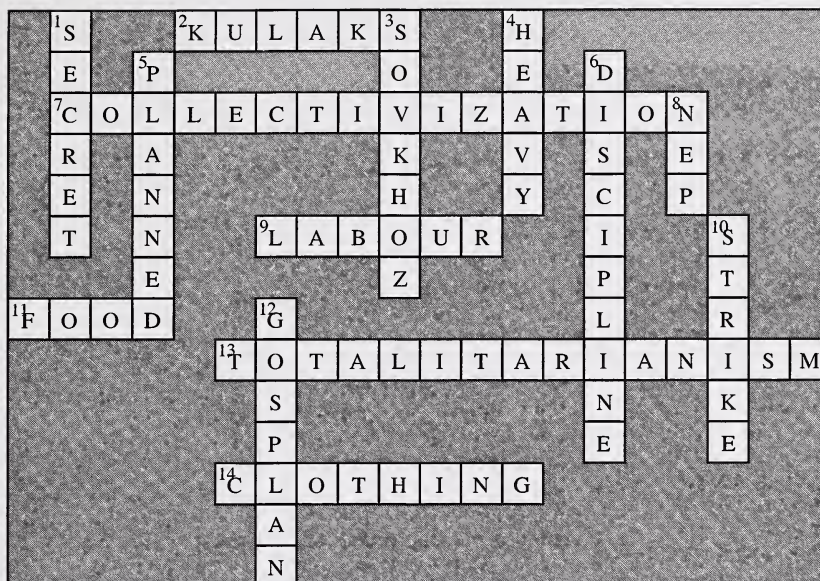
Part A

1. a. (1) C
(2) H
(3) G
(4) D
(5) F
(6) E
(7) A
(8) B



2.

The Soviet Union Under Stalin



Part B

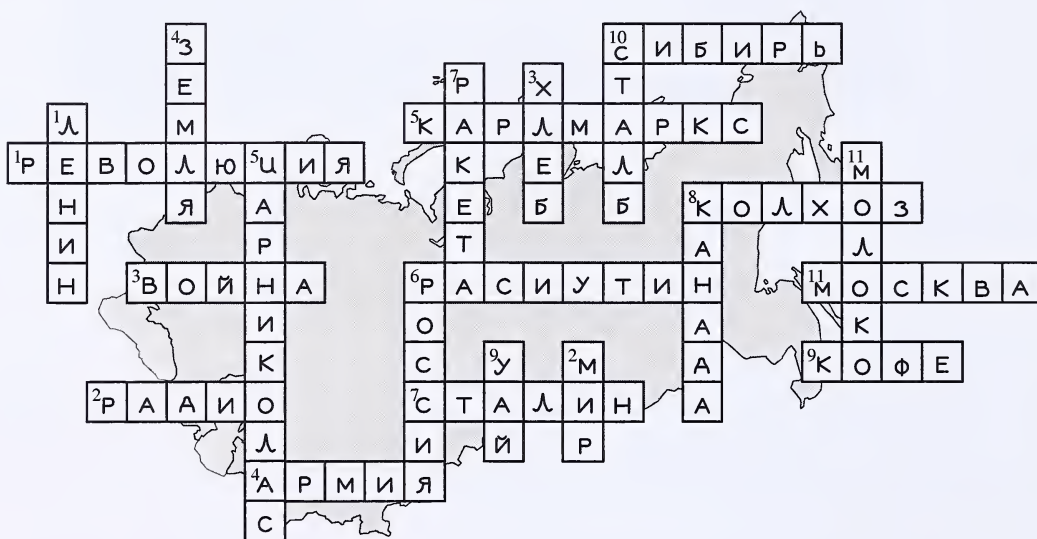
3. Answers will vary. Nicholas II followed the autocratic policies of his father Alexander III. Although he wanted to control all political activity in the country, he was a weak leader and was easily influenced by stronger personalities.
4. Answers will vary. Some of the following are reasons those involved in the revolution had for being discontent:
 - There were crop failures, which brought many peasants to the cities.
 - Industrialization led to a new middle class who wanted some say in political decisions.
 - When Nicholas II allowed the Duma to be set up, he didn't allow it to have any real power.
 - Workers in industrial plants looked for better working conditions and hoped the tsar would bring these about, but he didn't.
 - The war that Nicholas II started with Japan was not successful.
 - As people complained and protested, Nicholas II retaliated with more arrests and repression.
 - When WWI started, Russians were unprepared for it yet Nicholas II committed them to it.
 - Food shortages were common.
5. The Provisional Government was set up to prepare for the establishment of a more permanent system of government and to continue the war with Germany. The Provisional Government did not carry out land reform, was unable to halt inflation, improve the transportation system, or increase industrial and food production. As a result, the people became very discontented. They demonstrated against the government and against the war, which the Provisional Government felt obligated to continue. The government was weak and had little power. Conditions were set for the overthrow of the Provisional Government by Lenin and the Bolsheviks.

6. Lenin moved the capital from Petrograd to Moscow. He kept a watch on the outer provinces where counter-revolutionaries gathered. Since the Bolsheviks didn't have power in the constituent assembly, he had it disbanded. He started a secret police force. Those who opposed him were exiled or killed. The former Tsar Nicholas II was among the victims he had done away with. Answers will vary.
7.
 - a. War Communism was a policy where industry was nationalized on a large scale. Extra grain was taken from the farmers and given away to city workers and the army. Answers will vary.
 - b. It created a great many problems. Industrial production came to a standstill. The economy failed and famine resulted. There were shortages of all kinds of goods. Many people died from famine and disease. Answers will vary.
8. Stalin was a very despotic, ruthless leader. His rule went beyond that of former autocratic tsars. He went beyond being a dictator to become a totalitarian ruler who used force, terror, and other means to control the country. Answers will vary.

Enrichment

1. Although identified as enrichment, students can do this exercise either as an extra help activity or as an enrichment activity. The cartoons should be humorous and reflect an understanding of the word students have chosen to illustrate.

2. Word Game: Using the Cyrillic Alphabet¹



¹ Alberta Learning for the crossword puzzle from *Social Studies Teaching Unit Project – Grade 9*, pages 103–104. Reprinted by permission of Alberta Learning.

Section 2: Assignment Answer Key (50 marks)

1. a. viii e. iii
 b. v f. i
 c. vi g. iv
 d. vii h. ii
 (4 marks)

2. A

3. B

4. C

5. C

6. B

7. B

8. C

9. D

10. B

11. B

12. D

13. D

14. B

15. C

16. D
(15 marks)

17. Answers will vary. Here are some possible answers.

- a. Nicholas II believed in autocratic policies where the tsar had undisputed power. He felt there should be a strong central government making sure all regions followed the policies of the tsar.
- b. Nicholas II made it illegal to have any political gatherings or meetings. He expanded the secret police. People who didn't listen were exiled to Siberia.
- c. Nicholas II was not interested in change or in ideas to improve the people's lives. People wanted policies that would improve their living conditions and change the system of land ownership. The restricting of the use of native languages in the Ukraine and Baltic areas as well as religious restrictions on groups other than the Russian Orthodox Church also led to this decline.

(8 marks)

18. Answers may vary, the following are possibilities.

a. Political

- the tsar's government corrupt and inefficient
- demands for democracy
- demands for more power for the Duma

b. Social

- great inequalities existed
- large masses of peasants with few rights
- poor living and working conditions

c. Economic

- hardships resulting from World War I
- peasants poor and heavily in debt
- workers demanding better conditions and pay

(6 marks)

19. Answers will vary but should be similar to those that follow.

- a. Collectivization involved taking all the private farms and putting them under government control. Small farms were joined together into larger single units.
- b. Stalin wanted more grain so that he could export it to the West in order to obtain money to pay for industrial equipment that he was importing.
- c. Many people's lives were shattered by the brutal enforcement of collectivization. Some who resisted were killed while others were deported to Siberia and other northern areas. Many burned crops and killed animals rather than giving them to the State. When quotas of production had to be met, many people ended up starving because their crops went to the State.

(7 marks)

20. Students may select a wide variety of changes, but their diary entries should reflect an accurate understanding of the period.

Some of the major changes include the following:

- tsarist government replaced by Communist dictatorship
- Soviet military much stronger
- massive increase in industry
- farms collectivized
- average standard of living still poor

Students may go into depth on any of these, and depending on point of view, all could be seen as either positive or negative. For example, the large number of secret police may be seen as undesirable because of the loss of freedom, or it may be seen as desirable because of more security and stability for the Soviet state.

Suggested mark distribution:

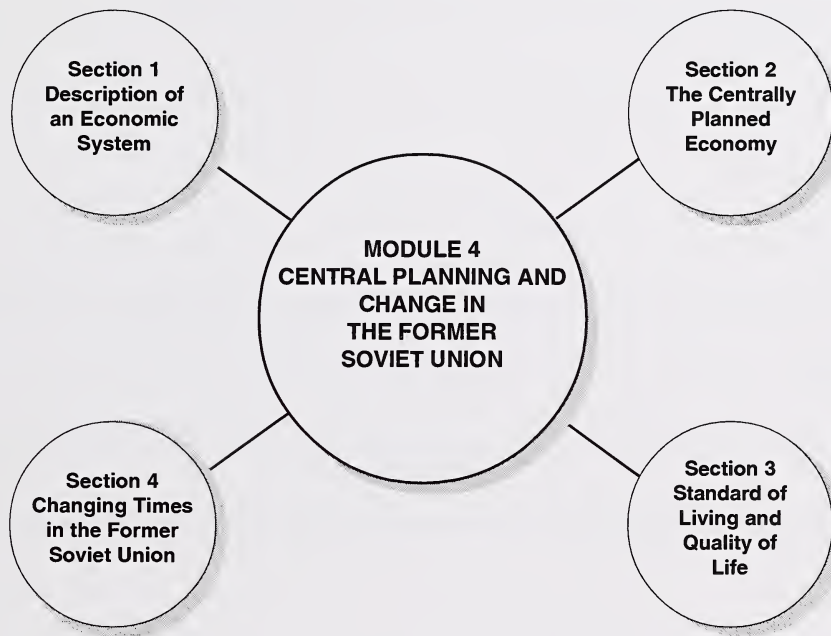
- content, 7 marks
- organization, 3 marks

(10 marks)

Module 4: Central Planning and Change in the Former Soviet Union

Overview

This module will help students to understand how a centrally planned economy affects the lives of the people who live in such a system. The former Soviet Union is used as a model of a centrally planned economy. Students will be able to determine how the quality of life of Soviet citizens was shaped by the economic growth in the former Soviet Union. They will learn about the role of government in the economic growth of the former Soviet Union. The advantages and disadvantages to individuals in a centrally planned economy will be examined as well as the extent to which individuals could influence such an economic system. The internal and external forces that caused economic changes within the former Soviet Union will be looked at in addition to how the citizens dealt with the changes that occurred.



Evaluation

The mark distribution is as follows:

Assignment Booklet 4A	
Section 1 Assignment	20 marks
Section 2 Assignment	30 marks
Assignment Booklet 4B	
Section 3 Assignment	25 marks
Section 4 Assignment	25 marks
TOTAL	100 marks

Resources and Materials Needed

The basic resource required for this module is the text *Russia, Then and Now* by Phyllis Arnold and David J. Rees, Arnold Publishing Ltd., 1993. The Teachers' Guide for this resource should also be of help to you.

In the Enrichment segment for Section 1, students are to watch the following video if they can access it.

- Business Concepts—Economics

In the Enrichment segment for Section 4, students are to watch the following videos if they can access them.

- *Soviet Union—Changing Times*
- *USSR—Change of the Guard, Part I*
- *USSR—Change of the Guard, Part II*

Section 1: Description of an Economic System

Key Concepts

- unlimited wants
- factors of production
- market economy
- centrally planned economy
- scarcity
- mixed economy

This section will help students identify the need of every society to have an economic system. The activities should help students understand the characteristics of a centrally planned economy, which is explained in more detail in Section 2.

Teaching Suggestions

Section 1 contains a good deal of review of material from earlier modules. Decide how much time you wish to devote to reviewing material according to students' need for it. The latter few activities present more new material as they focus on a centrally planned economy.

The idea of central planning and public ownership may be difficult for students to grasp completely—and they may have strong biases against it. Try to present the material sympathetically.

Section 1: Activity 1

1. Answers will vary. Here are a few likely possibilities:

- new clothes
- car
- television
- compact disc player
- vacation

2. Answers will vary. Here are some possibilities:

- allowance
- part-time job
- loan from parents
- bank loan

3. The students should see that they cannot buy all of the goods and services that they want.

4. Some of the choices are as follows:

- getting more money
- buying fewer items

5. a. Answers will vary. Here are a few possibilities:

- foreign sports car
- mansion
- athletic skills (athlete)
- medical services (doctor)
- expensive art or jewellery

b. They are in limited supply and high demand.

6. Since resources such as land, labour, and capital are limited, there are not enough to satisfy all people's wants and needs. People must, therefore, balance their wants with the resources that are available. Answers will vary.

Section 1: Activity 2

1. Answers will vary. Examples include the following:

- oil
- fish
- water
- minerals
- coal
- animals

2. labour

3. Answers may vary. Examples include the following:

- factories
- equipment
- transportation vehicles
- machines
- money
- power stations

4. Answers may vary. An industrial nation needs a trained and educated labour force that is large enough to meet its labour needs.

5. a. Answers will vary. Here are some possibilities:

- clothing
- food
- electronic equipment

b. Answers will vary. Ensure that students' choices of product or service match the land, labour, and capital that went into producing them.

Section 1: Activity 3

1. a. What is to be produced?

b. For whom should these goods be produced?

c. How are the goods to be produced?

d. For whom are the goods to be produced?

e. What is to be produced?

f. How are the goods to be produced?

2. a. Answers will vary. Here are some possibilities:

- Ask people what they need by taking a poll.
- Have people phone their government representatives.
- Conduct interviews and hearings.

b. If the majority of citizens in the country are happy with your decisions, you have probably made the best decision.

c. Answers will vary. Letting the government make your decision the law is one possible method of implementation.

3. a. See page 159 of *Russia, Then and Now* for the fourth question.

- b. Answers will vary. It may be that these are important to consider when studying a centrally planned economy as it is those who do the planning that decide how much and how fast the economy must grow. In a market economy, when the consumers and business people determine answers to the first three questions they determine how much and how fast the economy will grow. This may help show how much control the government and central planners in the former Soviet Union had in the economic decision-making process.

Note: The textbook uses four basic economic questions but this module sticks to the three basic questions taught in previous modules and in most textbooks. This will likely be a source of confusion for students, so it will be important to clarify matters at this stage.

Section 1: Activity 4

1.

This indicates a market economy.

This indicates a mixed economy.

This indicates a centrally planned economy.

2.
 - a. **Textbook question 1:** This question does not have a right or wrong answer. It is a value question because the values of the citizens of the country will determine how to deal with this problem of scarcity.
 - b. **Textbook question 3 (a):** Market economy: Individuals should own the resources. Command (centrally planned) economy: There is group ownership of the resources.
 - c. **Textbook question 3 (b):** The market economy favours individualism. The command (centrally planned) economy favours collectivism.

Section 1: Activity 5

1.

a. land or capital	c. labour	e. capital	g. capital
b. labour	d. labour	f. capital	h. capital
2. Answers may vary slightly but students should have shown that the centrally planned economy had the most control for all the factors of production.
3.
 - a. Yes, there is a pattern.
 - b. The pattern is that the centrally planned economy has the most control over the factors of production.
 - c.
 - (1) The individual has the greatest amount of economic freedom to produce and buy goods.
 - (2) The individual has a great deal of control of the factors of production but the government helps to regulate production in some key areas.
 - (3) The individual has very little or no control at all over the factors of production.

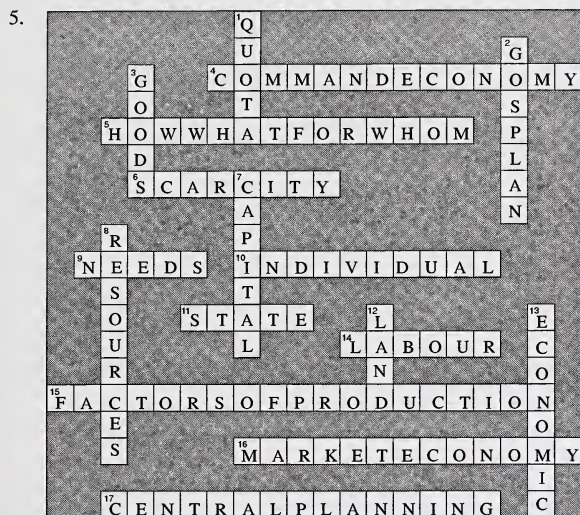
Section 1: Follow-up Activities

Extra Help

1.
 - a. The common economic problem is a scarcity of resources.
 - b. Answers will vary. Possible answers are to reduce wants and increase resources (if possible).
2. The two important features of a market economy are
 - individual ownership of resources (private ownership)
 - individual determination of the answer to the questions what?, how?, and for whom?

3. Two important features of a centrally planned economy are ownership of the means of production and central planning of production.

4. a. market c. market e. market g. mixed i. mixed
b. planned d. mixed f. planned h. market j. planned



Enrichment

Note: The videotape *Business Concepts—Economics* is available from ACCESS.

Answers to the questions will vary somewhat. Students should answer at least two of the four questions.

1. The three economic systems were the market economy, the planned economy, and the mixed economy. Answers will vary as to which the student thinks will work the best and why. The student's choice need not be the choice the student personally likes the best, as it asks which would work the best. The student should give reasons to support the choice he or she makes.
2. The business cycle involves the ups and downs that occur in an economy. Neither the good times nor the bad times in the economy last forever. A bad economic time will have recession, unemployment, and people spending less money. When economic times get really bad, this is called a depression. If the interest rate lowers and people spend more money and the economy improves, good economic times may follow for a period of time. This would be a period of higher employment and growth in the Gross National Product or GNP.
3. The government and a group of planners usually make all the economic decisions in a command economy. In making the decisions, they would need to examine such things as the resources available and what they see as the best interests of the people and their country to balance what they produce. Answers may vary.
4. Answers will vary. The planners and government leaders making the economic decisions have to set the prices. They have to consider the amount of labour required, the cost of the raw material needed and how scarce this raw material may be in terms of supply, and other factors when they set the price for things. In a country as large as the former Soviet Union, this had to be a very big task and that is why, once prices were set, they usually stayed the same for some time.

Section 1: Assignment Answer Key (20 marks)

- | | | |
|------|------|------|
| 1. A | 4. D | 7. C |
| 2. C | 5. A | 8. C |
| 3. D | 6. D | 9. D |

(9 marks)

10. Scarcity develops because any society has a limited number of resources. It is not possible to meet the wants of all members of a society. **(4 marks)**
11. All **societies** must deal with the basic problem of scarcity of resources. The methods that societies use to deal with this problem will determine the type of **economic** systems that develop.

In a **market economy**, answers to the main economic questions are decided by private individuals. This system is called capitalism or **free enterprise**. The United States is an example of this type of economy.

Canada has a **mixed** economy. In this type of economy, the answers to the main economic questions are decided by private individuals and the **government**.

In a centrally planned economy, such as existed in the former Soviet Union, answers to the main economic questions are decided by the **government**. This type of economy is also referred to as a **command** economy.

Accept comparable answers; give 1/2 mark for each missing term. **(4 marks)**

12. a. planned d. mixed
b. market e. market
c. planned f. mixed
(3 marks)

Section 2: The Centrally Planned Economy**Key Concepts**

- | | | |
|-----------------------------|----------------------|---------------------|
| • centrally planned economy | • role of government | • role of consumers |
| • centralization | • role of labour | |

This section deals mainly with the centrally planned economy and how planning is done within such an economic system. Students will learn what part the government, labour (individuals), and consumers have in deciding what is to be produced, how it is produced, and for whom the goods and services are produced. This study will be based on the former Soviet Union's centrally planned economy.

Section 2: Activity 1

- Gosplan** was the name of the highest authority in the former Soviet economic planning system.
- The amount of production each factory had to produce was called its **quota**.
- The **individual** had very little control in deciding how resources were used.
- If **targets** were too high, quotas for factories might not have been met.
- Central planning** of production was a key characteristic of the economy of the former Soviet Union.
- Answers may vary. It was the Communist Party leaders that decided the economic policies and goals for the entire country. These goals were usually of two sorts, some short term and some longer term (the five year plan).

- Answers may vary but should mention that the official goal was to increase the living standards of the Soviet people.

Section 2: Activity 2

- Answers will vary. The Communist Party put up posters everywhere to encourage workers to work harder and for students to do their best. Monuments were put up in various places to remind the people of the achievements of Lenin. Pravda, the official newspaper of the Communist Party, and other Communist Party newspapers and magazines were sold throughout the country. In elections, the Communist Party chose the candidates that people could vote for.
- While people in Canada have a choice of candidates to vote for, the Soviet people only had one candidate for each office that they could vote for. Candidates were either members of the Communist Party or were people approved of by the Party. Soviet voters did not have to mark their ballots, they simply put them in the ballot box and this showed that they approved of the candidate that had been chosen for them.
- Answers may vary. The national level of government, like Canada's federal level of government, was responsible for those activities that affected the entire country such as defense, communications, foreign trade, and external affairs.
- The Republic ministries in the former Soviet system were the equivalent of Canada's provincial levels of government.

Section 2: Activity 3

- Answers will vary somewhat, but most students will say it is they themselves who will be in control. The availability of jobs and opportunities in the market place may have some influence.
- If the individual owns his or her own company, the individual determines it, subject, of course, to the business's financial situation. If the individual works for a company, the company determines what is paid, subject to collective bargaining. If the individual works for the government, the government determines what is paid, again subject to collective bargaining.
- Answers will vary somewhat. Here are three probable answers:
 - They guaranteed jobs.
 - They arranged for housing.
 - They trained and educated workers.
- Answers will vary. Here are two probable disadvantages:
 - Unions did not support strikes.
 - Collective bargaining was not allowed.
- It is suggested that the quality of consumer goods tends to be poor because workers were encouraged to meet their quotas, not produce good quality products.
- Encourage the students to be creative (for example, use Russian words) when doing the cartoon. Looking at other newspaper comics will give students the chance to incorporate ideas into their cartoons.
- Answers will vary. After reading the article the students should understand that major decisions are made at the top levels by the government but individuals can influence the way these decisions are carried out. Some of the reasons to support this are as follows:
 - The engineer suggests breakdowns, which would make the upper levels think that the plant is not working efficiently. Therefore, they would not increase their production targets.
 - The official accounts book can be altered to show problems.

8. If the student's opinions were changed, a possible answer is that a centrally planned economy is so restrictive that there is no input from individuals.

If the student's opinions did not change, a possible answer is that the centrally planned economy makes all the decisions for individuals.

9. Answers will vary. The answers should include the idea of increased individual economic decision making.

Section 2: Activity 4

1. The main points of the readings are as follows:
 - Inflation does not occur in the Soviet Union because the government controls the cost of goods.
 - The government uses the income from all of the goods and services produced to pay for social consumption funds that benefit all of the Soviet citizens.
2. Since the government controls the price of products, if the government never raises the prices, inflation will not occur.
3. This method would not work in Canada because individuals and companies, as well as the government, control prices.
4.
 - a. The term *social consumption funds* refers to the money used to pay for the programs and services all Soviet citizens use.
 - b. The source of the money is the profits of all of the government-owned industries.
 - c. The funds pay for things like education, medical aid, pensions, and housing.
5. The chief advantages of the social consumption fund is that it creates equality. Everyone obtains equal education and medical care; all people are given the same start in life.
6. The Canadian government provides many of the same services to Canadians (for example, medical assistance, old age pensions, and education grants).
7. Answers will vary. Students may mention such things as the shortages of consumer goods, long line-ups, poor service, and having to go to many different stores for different items. There was, however, little inflation, prices remained stable for long periods of time, and everyday goods were relatively inexpensive.
8. Since planners were more concerned with the production of goods, there were few stores that provided consumer services. There were few repair shops for fixing items and people had a demand for such service.
9. People often had to approach private citizens or friends to do repair work that they needed done. There was what was known as a "second economy" that had secret private businesses making some consumer goods or providing services.

Section 2: Follow-up Activities

Extra Help

1. The basic features of the centrally planned economy of the former Soviet Union included the government, or state, owning and controlling the means of production as well as centrally planning the means of production. Page 164 of *Russia, Then and Now* should be used as a reference here if the students have any difficulty with this question.
2. The role of the Communist Party was to lead the country to greater economic, political, and social development. Refer to page 189 of *Russia, Then and Now* if the students need help with this question.
3. Answers will vary somewhat. Wages were low and were set by government planners. The basic wage was paid no matter how much effort was put into one's job, so workers did not put that much effort into their work. Since the state took all that was produced, the workers had no incentive to produce more than what was required to get their basic pay and any bonus that they could earn by meeting their production target.

4. a. The second economy involved individuals who set up secret private businesses to make consumer goods that were scarce in the state-owned stores or to provide services that state-owned stores did not provide in an attempt to satisfy consumers' needs.
- b. The second economy was the only way that many Soviet consumers got the goods and services that they needed and wanted.

Enrichment

Part A

Answers will vary depending on the student's artistic ability. Pictorial overviews may be in the form of charts, posters, murals, mobiles, or other types of display. They should show the basic needs and wants of Soviet consumers such as food items, clothing, and some type of homes. Other items could also be included. The decisions that the central planners would have to make that would affect the consumer will vary. They are the ones that will ultimately decide what types of goods that the consumers get and how many of these goods will be produced as well as who the goods will be produced for.

Part B

Answers will vary. The response students have to the existence of a black market will vary and should be supported with opinions that support their views. It likely existed in the former Soviet Union, as mentioned in the discussion about the second economy, because this was the only way many Soviet consumers had for obtaining some of the goods and services not supplied or provided by the state-owned stores. Here in Canada, there is a similar pattern when some people have jobs done by people whom they know for cash only so they can avoid paying GST and other tax. Different examples could be mentioned.

Section 2: Assignment Answer Key (30 marks)

- | | |
|------|-------|
| 1. A | 6. A |
| 2. A | 7. C |
| 3. B | 8. D |
| 4. D | 9. D |
| 5. C | 10. B |

(10 marks)

11. Students answers will vary. Following are possible benefits.
 - Government control means that production can be designed to ensure maximum benefit to the state and its people; all will share equally.
 - A unified development plan can be created and implemented for maximum efficiency for the present and for the future.
 - Employment can be guaranteed for all workers.
 - Government can use profits to reinvest for the benefit of all.
 - The economy remains more stable.

Suggested mark distribution:

- content, 4 marks
- organization, 1 mark

(5 marks)

12. Following are possible differences:

- Voting was not secret.
- There was only one party, which selected and controlled candidates.
- There was only one candidate for each position.
- An unmarked ballot was considered a vote for the candidate.

(2 marks)

13. Students' answers should be comparable to the following.

In the former Soviet Union, unions were government agencies that helped workers and worked to increase production. Their main functions were to review planning and quotas for workers, to educate and train workers, to administer pensions and other benefits for workers, and to improve health and safety conditions for workers. In Canada, unions represent workers and engage in collective bargaining with management for better wages and working conditions. Strikes are an option in Canada but not in the former Soviet Union.

Suggested mark distribution:

- content, 4 marks
- organization, 1 mark

(5 marks)

14. Criticisms that a supporter of a market economy would make of a centrally planned economy might include the following:

- Central planning takes away personal economic freedom and individual initiative.
- Central planning tends to produce what planners think people need, not necessarily what is in demand.
- To work, central planning must forecast far into the future and those predictions tend to be inaccurate.

Students may also discuss such issues as the inefficiency of the quota system, the lack of incentive to produce quality products, or the lack of innovation.

(3 marks)

15. Students may approach this question from a number of different angles but the following list represents a fairly standard chronicle of consumer problems in the former Soviet Union.

- low wages so consumers lacked cash for purchases
- housing shortages resulting in long waiting lists and crowded conditions
- poor selection of items available for purchase
- essential items often unavailable or in short supply
- long lineups and poor service at stores
- planners paid little heed to consumer demand, resulting in second economy
- high cost of many items, particularly luxury items, presented problems

Suggested mark distribution:

- content, 4 marks
- organization, 1 mark

(5 marks)

Section 3: Standard of Living and Quality of Life

Key Concepts

- standard of living
- material wealth
- gross national product
- quality of life
- per capita income
- per capita gross national product

This section reviews the idea of quality of life and contrasts it with standard of living. Numerous references are made to the students' personal lives so that comparisons can be made between the former Soviet Union and Canada.

Teaching Suggestions

Like Section 1, this section contains review material. Decide how much time you think your students need to spend on this review. It is important, though, that students understand the contrast and the relationship between quality of life and standard of living.

The principal aim of Section 3 is to enable students to contrast their lives with those of residents of the former Soviet Union. The media has had many accounts describing the standard of living and quality of life of former Soviet residents. Use current news stories to enhance the material in this section. A bulletin-board display would be a good idea. This can then be used to move into Section 4, which deals with change.

Section 3: Activity 1

- The things that made her cousins' lives different were poor food, shortages of food and medicine, inadequate housing, and a lack of sufficient consumer products (luxuries).
 - Both the girl and her cousins were happy to spend time with their families.
 - Answers will vary. Here are two possibilities:
 - The girl's lifestyle was better because she had more material things and there were more things she could do.
 - The cousins' lifestyle was better because the family lived close together and was healthy.
- Answers will vary but students will likely include such things as
 - a healthy family
 - a nice house
 - good food
 - friends
 - a good education
- Yes, it is possible to improve your quality of life when you raise your standard of living because, for example, your family might buy a travel trailer for a family holiday, which would allow your family to spend more time together.

Section 3: Activity 2

- Answers will vary, depending on personal circumstances.
- This could be used to indicate a decrease or increase in standard of living by comparing the per capita worth of your family from year to year.
- This would increase the family income.
- The family per capita income would be lower, which would decrease your family's purchasing power.

Section 3: Activity 3

1.

Manufactured Products and Services

 \div

Country's Population

 =

Per Capita Income for Country Q
--

GNP \$250 Billion **Population 100 million** = \$2500 per capita GNP

2.

Country	GNP		Population	Per Capita GNP (or Income)
Country X	\$100 billion	\div	10 million	\$10 000
Country Y	\$25 billion	\div	5 million	\$5 000
Country Z	\$15 billion	\div	150 million	\$100

3. Country X

4. Country X

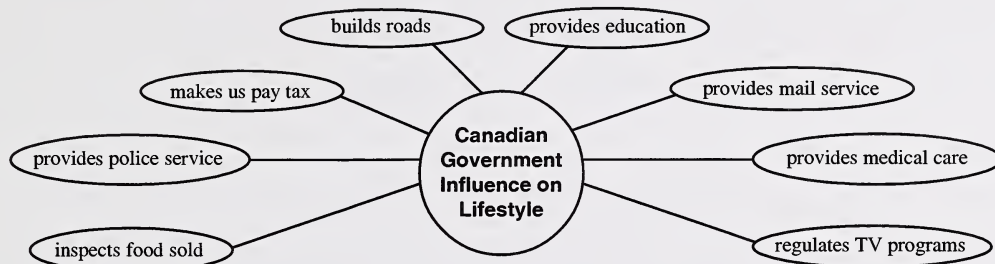
5. a. The per capita GNP would increase.
 b. The standard of living of the country would likely increase as a result of the increased GNP coupled with a stable population.

Section 3: Activity 4

1. a. Factors that indicate standard of living are
- per capita income
 - television sets/1000
 - radios/1000
 - motor vehicles/1000
- b. Factors that indicate quality of life are
- birthrate
 - life expectancy at birth
 - infant mortality rate
 - death rate
 - population per doctor
 - adult literacy
2. a. The life expectancy for Soviet citizens was the lowest of those given.
 b. Variations occur because of different levels of nutrition, sanitation, pollution, etc.
3. Answers may vary slightly. Generally the Soviet citizens had fewer consumer items with the most drastic difference being noted with motor vehicles.
4. Generally speaking, a higher standard of living usually leads to a better quality of life, though this relationship does not always hold true.

Section 3: Activity 5

1. In this activity, try to get the students to focus on how the government affects their day-to-day lives. Students' concepts maps will vary. What follows is an example only.



2. Again, answers will vary. What follows is an example only.



3. Answers will vary. Students should discover that both governments pay for social services (for example, medical, educational), the military, the post office, and so on. However, the former Soviet government controlled the production of such things as consumer goods, luxuries, and housing.
4. Answers will vary but should summarize the idea expressed in the answer to question 3.

Section 3: Activity 6

1. Seven deductions have been made from the Canadian worker's cheque.
2. No deductions have been made from the Soviet worker's cheque.
3. The Canadian government deducts this money for the "common good"—or to help pay for programs that many Canadians need or want.
4. No deductions have been made because the government has determined the Soviet worker's wage and the costs of all social programs in their central planning.
5. The deductions benefit many people because they pay for the programs that the majority of Canadians want (for example, unemployment insurance and the Canada Pension Plan).
6. The two basic human needs shown are housing and food.

7. a. **Soviet Worker:** $\frac{2.5\%}{\text{Housing}} + \frac{35\%}{\text{Food}} = 37.5\%$

b. **Canadian Worker:** $\frac{35\%}{\text{Housing}} + \frac{20\%}{\text{Food}} = 55\%$

8. a. **Former Soviet worker:** $\frac{37.5\%}{\text{Basic human needs}} \times \frac{40}{\text{Number of hours worked each week}} \div 100 = \frac{15}{\text{Number of hours of work needed each week to obtain basic needs}}$

b. **Canadian worker:** $55\% \times \frac{37}{100} = 20.3$

c. The Soviet worker works less to buy his or her basic needs.

9. The items less expensive in Moscow were rye bread, cod, utilities, bus fare, and haircuts.

10. Most of the goods and services can be classified as basic consumer needs.

11. In Canada, all luxuries and many basic consumer products and services are less expensive.

12. The Soviets would consider items such as soft drinks, televisions, and cars luxury items. Answers will vary.

13. The Soviets paid more for these luxuries.

14. Some of the basic needs of the Soviet worker were provided by the government but the standard of living was lower than a Canadian worker's because the Soviet worker could not afford many consumer products that a Canadian worker could.

15. The priorities of the centrally planned economy of the former Soviet Union did not favour the production of many consumer products. Rather, they ensured basic needs for Soviet citizens.

16.

	Life in the Former Soviet Union	Life in Canada
Education	<ul style="list-style-type: none"> strong Communist influence in education very strict rules and curriculum 	<ul style="list-style-type: none"> student involvement and flexible thinking encouraged
Sports	<ul style="list-style-type: none"> sports used to demonstrate advantages of communist system 	<ul style="list-style-type: none"> recreational sports emphasized sports a business
Religion	<ul style="list-style-type: none"> religion often discouraged in past trend to more tolerance of practice of religion 	<ul style="list-style-type: none"> great variety of religions

Section 3: Follow-up Activities

Extra Help

1. Answers will vary.

2. Generalizations will vary but should provide a good focal point for classroom discussions. What do people tend to see as the most important factors in quality of life—standard of living or other, less tangible, factors?

3. C P Y Q U O W W B A Z E J A D F Z F I E P U N V L O T V B N K
P O M J Y L B R C M D D L D F T Y N U D O J L L Q B D T F D H A
E O A I Q X V M W W Z Y E Z D T L N J U I W H O W R R X T M I X
R M Q E G B M A G B G S R Y P L B J J F H F D G I H Y V Q Z N X
S Y F O N I H V J I N F L E C Z S O M K J W H U H D U O X M J O
O T K E Z Q Q D W E F O S S O A Y B J Z P F A K Y X R O E D Z U
N W Q P Q L O J S H Z G M S A B R D A S W B C V W L P S Y F P C
A F N F D F E C A U K D H A N Z V R S C Z E C L X Z H W H X B R
L I B Y F T M Z U T K G Z Y S I H N O E Y E D Z Z X L K A O R T
W L G F X Q P N P A B O A N B I O S V D K E U I R N J H R I N X
E X E S X G Q Z V C O X J N W Q U I Q U G Z W N K Y U B T E E O
A V U I Z K C B X K R B T J G I S N G C D B W G T Y F D M R Z O
L H R L S I G F S E C Z G W G K E Q F A C E B E L D B T U P K G
T T D S L U C R Q W B W E W H J W V C T E C F H W P R T Q W N F
H H U U U B R I O L J M S W T T K F Y I S A E H K A A S C J G K
B A E O L Z G E Q Y K U A W J J P A V O S I V M P N J D K W O Q
U J I H U S J N T D L E V X F J N M N N N R E A K B E L W U N B
N Y E Z K Y O D Y I L O I G T Z W I J Q P N R G H B Y P X N S O
G V W V O B I S M W M M V A R A J L E R F T D M Z Y F X L M B L
I G J J Q T D Y V S H E M E L E Z Y W A W W X Y N I P C A N Y U
Y V I D S C B M X M M T P R O C I L L Q G D Q O J U R I Q I R E
Q O N D C N K R B N N Z N T L V U D Z F H O I H E A L T H A J S
P B B P Z N H N A P N E Z T I B M V E W H G C Y C W H X H D H E
Y I Q Q R B V H J U H U R F B A W D K Q I Z N L S T G L X G W F
Q I J H R L Q Z C A B W T W Y E J N I L F S B E F O P L N Q D Y
F B P B Z X K D A R J K C K Y N X U E T R E C Z L I D P Y Y J Z
O D W X C G Q D T P N B N Z E I R R E A E C X O P O V W J A B C
I E B F N Q C J I F Y J T G F S T T D B E U D U B L V A C S J J
U A U C J H R I L A C N R E O O C Y K T D R M P Z V E W I Z F U
O T M Y F M X J B X Y H J M A N O L C K O I W V V P E J I G M P
F X F E B W Z K F D B A Y K L E J D Z X M T R T F W J Z C P M B
T J E G Y E U A N F A T R Z U M H T A E M Y L W D K Z T B I E J

4. The government is responsible for each item listed in the chart.
5. Many of the aspects of social life are quite similar. Check for examples.

Enrichment

1. Check that in their letters students show an understanding of the material they have covered in this activity. They should demonstrate an appreciation of the advantages of both the former Soviet system and the Canadian system. Answers will vary.
2. Answers will vary depending on what the farmers' market students visited is like. Many town and city people here like to go to the farmers' markets where they can buy fresh garden produce just as the Soviet shoppers did. Perhaps there is not as much crowding in Alberta because there are many grocery stores and supermarkets with an ample supply of vegetables, fruits, and other items.
3. Answers will vary. In many situations the living space for a family was rather small or limited and storage space was also lacking. People were renovating apartments to make more space. Sometimes balconies were enclosed to provide another room or to be used for storing things. Quite often the people did not consider the structural soundness of the building when making their changes and this could lead to problems. Changes were supposed to have been approved before they were done, but many people made changes without getting any sort of approval as the fine for not doing so was minimal. Other issues may be raised as well.

Section 3: Assignment Answer Key (25 marks)

1. true
2. false The standard of living for individuals in a nation would most accurately be measured by the nation's **per capita income**.
3. false **Quality of life** in a nation is difficult to measure because each person has his or her own views of achievement and happiness.
4. false A high standard of life **usually/often** contributes to a good quality of life.
(4 marks)
5. C
6. C
7. B
8. B
9. B
(5 marks)
10. Answers will vary. Factors could include such things as per capita income and items such as telephones or motor vehicles per 1000 people. Students are asked to give reasons why they chose the factors that they did. (6 marks)
11. Answers will vary. Some possibilities are infant mortality rates, literacy rates, life expectancy rates, population per doctor or physician, and others. Students are to explain why they made the choices they did. (6 marks)
12. Answers will vary. Naturally the standard of living would have impacted on the quality of life the Soviet people had, but students need to consider the other factors that make up quality of life. Students should explain why they think quality of life would have been affected the way they indicated. (4 marks)

Section 4: Changing Times in the Former Soviet Union

Key Concepts

- | | |
|---------------------------|-----------------------|
| • perestroika | • internal influences |
| • glasnost | • external influences |
| • economic reform | • global marketplace |
| • modified market economy | • poverty rate |

Section 4 deals with the many changes that occurred in the former Soviet Union after Mikhail Gorbachev took over leadership in 1985 and tried to improve the economy of the country. Students will learn about some of the economic reforms that Gorbachev initiated and his policies of perestroika and glasnost. While some of the changes came as the result of the demands of the Soviet people, outside or external pressures also led to some of the changes that occurred. The Soviet people had to deal with the economic and social changes that occurred as the old economic system collapsed; a new country, the Commonwealth of Independent States was created; and the country introduced concepts of a market economy.

Teaching Suggestions

This section lends itself to the utilization of current news stories. Have students bring in and present stories they've read in newspapers or seen on television. Keep a bulletin board. Have students discuss and make suggestions about problems the former USSR is facing.

Section 4: Activity 1

1. a. The two types of goods that are emphasized in the cartoon are military and consumer goods.
- b. The message is that in Stalin's time consumer goods were sacrificed in order to produce more military equipment and heavy industrial machinery.
2. a. The message is that now priorities have changed; consumer goods are more plentiful while the production of weaponry is no longer emphasized.
- b. (1) It shows the change in production from weaponry and heavy industries to consumer products.
- (2) These changes are occurring because Soviet citizens need basic necessities, not capital goods and military equipment.
3. Answers may vary somewhat. Some titles may be placed in two categories.

Title Classifications	
Economic	Social
b, d, f, g, h, i, l, m, o, q, s, t, u, w	a, c, e, j, k, n, p, r, v

4. Answers may vary somewhat. Some titles may be placed in two categories.

Types of Change	
Positive Change	Negative Change
a, b, d, e, i, k, n, o, p, q, r, t, w, x	c, f, g, h, j, l, m, s, u, v

Section 4: Activity 2

1. He felt that people had to change their old way of thinking and overcome their reluctance to change. Local Communist and government leaders would have to listen and pay more attention to the complaints of the people under them. Answers may vary.
2. Answers may vary slightly. Workers had to work harder to produce more. Modern equipment and technology was needed on state farms and factories to increase production. Ministries and planners had to provide more help to farms and factories to ensure production targets and plans were better met. The quality of goods needed to be improved and there needed to be a greater variety of goods made available for consumers.
3. Many top Communist party leaders and other government officials as well as high-ranking Soviet citizens felt that there was no need to make all these changes and that things should be able to continue much like they did before.
4. Answers will vary but should include such things as corruption, crime, alcoholism, and teenage violence.
5. He felt that they could promote changes in people's attitudes and to see Soviet society in realistic terms to help them understand the need to adopt new ideas and ways for doing things.
6. a. Answers may vary slightly but in general the people in the various republics resented the control the Russians and Moscow had over them.

- b.
 - i. The Baltic republics of Latvia, Lithuania, and Estonia, in addition to the Russian and Belorussian republics, were the richer ones.
 - ii. Some of the factors included per capita income and the percentage of the labour force working in industry.
 - c.
 - i. The republics in central Asia had the fastest-growing populations. These included such republics as Tadzhikistan, Uzbekistan, Kirgizia, and Azerbaizhan.
 - ii. Answers will vary. A rapidly growing population needs food; therefore, agricultural production would have to be increased to feed the growing number of people. With an increase in agricultural development, there might not be the ability to concentrate on expanding industry as much. Also, the expanding population will use up, or consume, more of the goods that are produced reducing the amount of goods available for export and this also has economic effects on the republic or country.
7. Students' opinions will vary. Whatever choice is made should be supported with reasons.

Section 4: Activity 3

1. They became responsible for their own management, costs, salaries, sales, contracts with suppliers, and new equipment purchases. If they went into debt, they were responsible for their own debts and would not be given financial assistance by the government.
2. Answers may vary. The student should briefly explain each choice given. Some of the problems could include rising prices, consumer shortages, the poor quality of consumer goods being made, the sometimes dangerous working conditions in factories that still used old equipment, and growing numbers of unemployed people, especially among the young workers.
3. Answers will vary. Some answers could include small businesses in services such as car repair, photography, typing, language translation, making and selling souvenirs and handicrafts, and private car rental.
4.
 - a. Some of the new powers included hiring as many workers as they wanted, owning private property, issuing shares and distributing profits to members, and also contracting out work to private businesses.
 - b. It was difficult for cooperatives to get loans to start up businesses or expand ones already existing. It was also difficult to obtain a reliable source of supplies and the price they paid for supplies was higher than the state factories paid for the same supplies. Often they had to rent unsuitable places because finding good locations was a problem. Local officials who disapproved of cooperatives often tried to shut them down. Prices the cooperatives charged were often higher than those in state stores and this angered consumers. Answers may vary.
5. He was the head of the government of the Russian republic.
6. See the chart on page 260 of *Russia, Then and Now* for details the students should include in their charts.
7. Answers may vary some. Yeltsin wanted to create a new economic system and felt Gorbachev did not go far enough in reducing state control over the economy. Gorbachev wanted to save what remained of the collapsing Soviet economy and create a modified market economy with some central planning and the existence of some markets.
8. As the debate went on, Soviet economic conditions worsened, and the Soviet economy continued to operate without a plan. This could have also led to the August 1991 coup when Gorbachev was placed under house arrest and Vice President Gennady Yanayev announced that an Extraordinary State Committee was taking over the country.

Section 4: Activity 4

1. Before 1985, the Soviet economy did not depend heavily on foreign trade. It did not need to sell products abroad or purchase them. Since many Soviet goods were of poor quality, they were not wanted by foreign buyers. As a result, the former Soviet Union had sold mainly raw materials such as oil, natural gas, and gold.

2.
 - a. The main exports were oil and gas, equipment, minerals, and chemicals.
 - b. The main imports were equipment, food, and consumer goods.
3. There was a steep fall in world oil prices and the country lost an important source of money as nearly half of all Soviet exports came from the sale of oil and gas. This decline meant that they had to export more other goods abroad or buy less from other countries.
4. Foreign relations with other countries at this time were not good. President Reagan of the United States and Margaret Thatcher, the British Prime Minister, were unfriendly to the former Soviet Union at this time. The Eastern European allies of the former Soviet Union wanted to expand economic ties with the West and, therefore, had a strained relationship with the former Soviet Union.
5. He replaced the long-time foreign minister with one who had new ideas on foreign policy similar to those of his own. He had the new foreign minister, Shevardnadze, meet with President Reagan in Washington to talk about improving Soviet-American relations. Gorbachev attended a meeting of Warsaw Pact countries at which he told his Eastern European allies that he understood their desire to expand trade with the West. Gorbachev himself later met with President Reagan.
6. It was important that there be peace so Gorbachev could continue with his domestic (home) policies of perestroika, glasnost, and democratization.
7. He felt that this was necessary if the country was going to modernize its economy.
8. This was a result in part of Gorbachev's calls for change. He did not want to use force to keep control in Eastern Europe as he needed peace so that his own reforms in the former Soviet Union could succeed. Because the former Soviet Union had so many problems of its own, it could not get involved in the problems of these Eastern European countries. These countries were free to carry out their own reforms.
9. It was formed to help the former Soviet Union maintain strong ties with, and control the military affairs of, its Communist allies in Eastern Europe. It was also to protect Eastern Europe and the former Soviet Union from any threat or attack from the West.
10. Poland, East Germany, Czechoslovakia, Hungary, Romania, Bulgaria, and the former Soviet Union made up the Warsaw Pact.
11. It was competition of ideology and economics between the former Soviet Union and the capitalist West. Both the United States and the former Soviet Union tried to show each other that their political and economic systems were better and each built up large military forces and nuclear weapons.
12. They did not wish to see a strong and united Germany that could again threaten Europe with war.
13. To save its economy from collapsing, the former Soviet Union needed to use the money that it had previously been spending to make more weapons.
14. He was awarded this for his part in establishing peace in Europe.
15. The members of NATO and the Warsaw Pact signed a treaty that called for sharp cuts in each side's military equipment to be completed by 1994. Many Soviet troops left the Eastern European countries to return to the former Soviet Union and American troops were withdrawn from what was formerly West Germany.
16. Soviet military involvement in Eastern Europe came to an end. Every Communist party in Eastern Europe broke links with the Soviet Communist Party and gave up the goal of creating communist societies. Freed from Communist control, the Eastern European governments looked at Western Europe with the intent of increasing trade with the West.

Section 4: Activity 5

1. Answers will vary. Pollution was very bad in the large industrial cities in the Ukraine and in the Ural Mountains, as well as in resort cities along the Black Sea. Water pollution was serious and not limited to Lake Baikal and the Caspian Sea, but also affected the Baltic and the Black Seas. The condition of the environment was much worse than anything that had been officially reported to this time.

2. Answers will vary. Many of the elderly received little income in terms of pension while others did not even qualify for pension. When the prices of state-produced goods started to drastically increase, the elderly could not survive on their small pensions or low incomes.
3.
 - a. It was seventy-eight rubles per person per month.
 - b. It was decreasing.
 - c. It was decreasing.
 - d. Yes, it was good. It indicated a higher standard of living.
4. It was \$964 dollars per month.
5. It would be greater.
6. Answers will vary. Here are possibilities:
 - Yes, because Canada has a high standard of living.
 - No, because poverty is a result of the inequality in a mixed economy.
7. Answers will vary. Students should include such things as shortages of consumer goods and tremendous price increases for the goods that were available.
8. Answers will vary. Price increases were as high as 300 to 400%, which would have to be described as being very large.
9. Answers will vary. Local police had to be posted at state-owned stores around the country to prevent trouble that could result from angry shoppers. The August coup, and ultimately the events that led to the end of the former Soviet Union, may again be mentioned here.

Section 4: Activity 6

1.
 - a. For the most part, former Soviet citizens did not approve or were unsure of his leadership.
 - b. Over half the people (51%) did not approve or were unsure of his leadership.
 - c. Eighty-two percent of the people thought that the Soviet Union's economic position had worsened, which could be due to Gorbachev's leadership.
2. The majority of Canadians (88%) were satisfied with their quality of life.
3.
 - a. Many people in the former Soviet Union were unsatisfied with their quality of life and probably wanted changes to occur.
 - b. Evidence is that 86% of Soviet citizens were unsatisfied with their quality of life.
 - c. Evidence is that 33% of Soviet citizens said that their own economic position had become worse while 41% said that it had not changed, indicating no improvement.
4.
 - a. Soviet citizens seemed to think that perestroika would work but the changes were occurring too slowly.
 - b. Evidence is that 33% said that perestroika would bring positive change but 75% said that the change was happening too slowly.
 - c. Evidence is that 57% thought that perestroika would work (26% "yes" and 31% "more yes than no") but 71% said changes should be made faster.

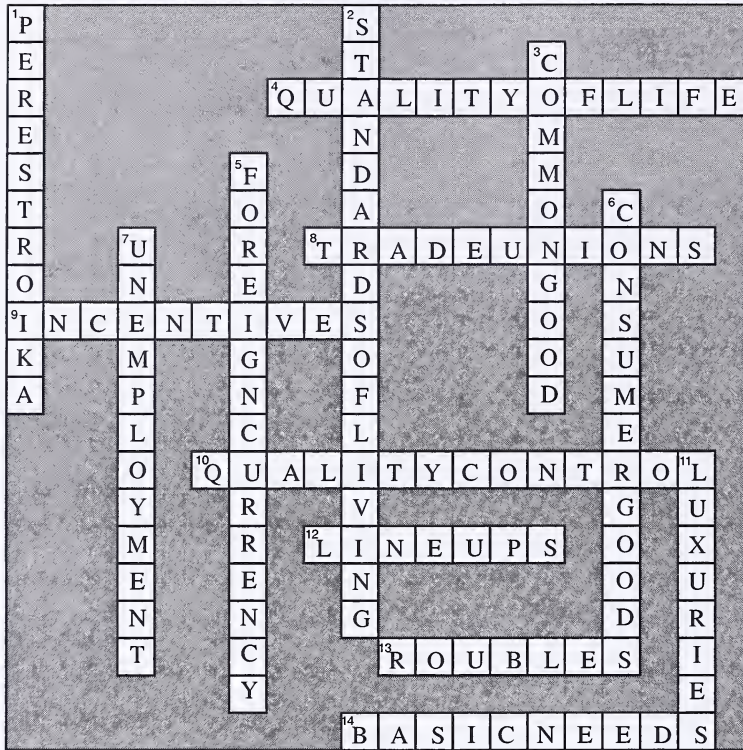
Section 4: Follow-up Activities

Extra Help

1. C K R N O N S V V N D J O (S S E N S S E L E M O H)
 T A N B Q F U Z Z C D D W C B C L X N T X T K T G
 M W O W H X W Y Y I R Y U A O Y J U N C W C E C D
 P M B A K U S L B C G G H L N R V V F Z E T H Y O
 T X Z O R Y O T P Q H Y K Y K V L K (T A X E S) C R
 (S) I F M W W N Y Q C V S N F W X V U J X U U B Q Y
 O T N P D P J C O U H W Z M E V F Z V N N A B A G
 C E R E I D P W J M G E B B R X S R C P C L L U L
 I I E I Q C I K U V E Z Q Z H U G S U K I D U C V
 M R C U K U A S M G V Z B N I G S W N C Z O B R H
 G E U R Z E A I C I B O V H N S P K E B S E J H K
 A R X E U Q S L J R G X Q M E J R A M T D O U U I
 P P C O M P E T I T I O N C T O I Z P R J P U D T
 W O C D L V B X A T V M R I W A N N L S V I E Q R
 D Q L J T Y H B Y A Y U I E Q K F P O X W S C M Z
 I O X L O P D P F T O D F N W H L U Y V R M D V X
 J K I R U D F Y F S H A S A A U A L M X A P M C S
 C B O W Y T B J E B S Z U F I T T I E V C K C C R
 F M X M J N I R P N R C A P Q J I N N (C R I M E) C
 A T S T U F D O U D C P A O Z K O O T O D C C A A
 H O L E L E S S N R Q S D V X T N E N D H Q Q N K
 Q Y G U T N W X S U F E U E L Q Z D U V R U Z Z S
 B E F S W X X Z H G H U N R R U X N C A Q X J R X
 R R A F A F H P I S M W Z T R Z K A D V Y Z L V U
 L W P R F X G U E O H W D Y A M M X G L Z Q T Y J

2. G U A I C K R N O N S V V N D J O X L G P K Y S Y
 R X F H (E F F I C I E N C Y) D D W C B C L X N T X
 T K T G M W O W H X W Y Y I R Y U A O Y J U N C W
 C E C D P M B A K U S L B C G G H L N R V V F Z E
 T H Y O T X Z O R Y O T P Q H Y K (W E A L T H) Y K
 V I L K C R F M W W N Y Q C V S N Q F W X V U J X
 I U N U B Q Y O P P J C O U H W Z M U E V F Z V N
 N N B D A (E G C E I P W J M G E B B C A R X S R C
 C P C L I U C L I I C K U V E Z Q Z O H L U G S K
 E B I U C V V O M C N U A M G V Z B N N I G S W
 N C G Z B R I H N O E U R Z I Y I B S O V H T N P
 T B S R J H K D I O A R X E T U Q J U G X Q M Y J
 I A T D T U U T U I M P T R Z R J U M D T W C D L
 V V B X A N A V I A A I E N (C O M P E T I T I O N)
 S V E W V O R D Q L P C J T Y H R R B Y A Q K P
 S X W C I M Z V I O C I O G P D P O G F T D W H U
 V R D T V X J K A R I R S F R Y F D O H S A U L X
 A P O M C S C B P D O W Y M J O B U O Z U F I I V
 C M K C C R E E L U X U R I E S W C D H M X M J N
 P V A R I E T Y M R C A Q J N C A T S O T S T U F
 C P A Z K A O D O C C A A Q S D X N H U T E D H Q
 Q N K Q V Y G U N N W X S F E U L O Q S Z D U V R
 U Z Z I S B E F E W X X Z H H U N R I U X N C A
 Q X R J R X R R Y F A F H P I M W Z R N Z K A D V
 Y P Z L V U L P R F X G U E O H W D A G M M X G L

3.



Enrichment

1. Students will probably need guidance in constructing their polls. Their results should form the basis of an interesting discussion.
2. Responses will depend on which of the activities students choose to do. Students may make a chart on which they predict what will happen in the former Soviet Union, clip and save articles on the current situation there, make a map of one of the new countries that used to be a part of the former Soviet Union, or design a poster reflecting current changes in the former Soviet Union.
3. These two videos will help bring to life the upheavals in the former Soviet Union during that time period and should form an excellent basis for discussions for students.

Section 4: Assignment Answer Key (25 marks)

1. a. Answers will vary. The main point to include here would be the Soviet people's demands for more and better quality goods and the poor economic performance within the country. **(2 marks)**
- b. Answers will vary. Students will need to mention the global marketplace, the fall in world oil prices, which affected the income that the former Soviet Union received from its exports, and other related ideas. **(2 marks)**
- c. Answers will vary depending on which influences the student feels had a greater role in leading to the changes that were made. Students could argue that external influences played a more important part as the Communist government controlled all aspects of the people's lives and, therefore, could have handled their demands. Other students may feel that the internal influences played more of a role as the people no longer were satisfied with their living conditions and wanted changes now. Seeing that their economy was not growing under the present system, the government itself may have felt it was necessary to try to change that. Whatever position the student takes should be supported with reasons. **(3 marks)**
2. Answers will vary. Mikhail Gorbachev felt that there was a need to change people's attitudes toward work and their old ways of thinking. He had hoped that perestroika would become a course of action. Students should comment on the goals of his perestroika policy or restructuring of the economy. The new openness or glasnost and the part he felt it could play could also be mentioned here. The modified market economy and the role it would have should be mentioned.

Suggested mark distribution:

- content, 7 marks
- organization, 3 marks

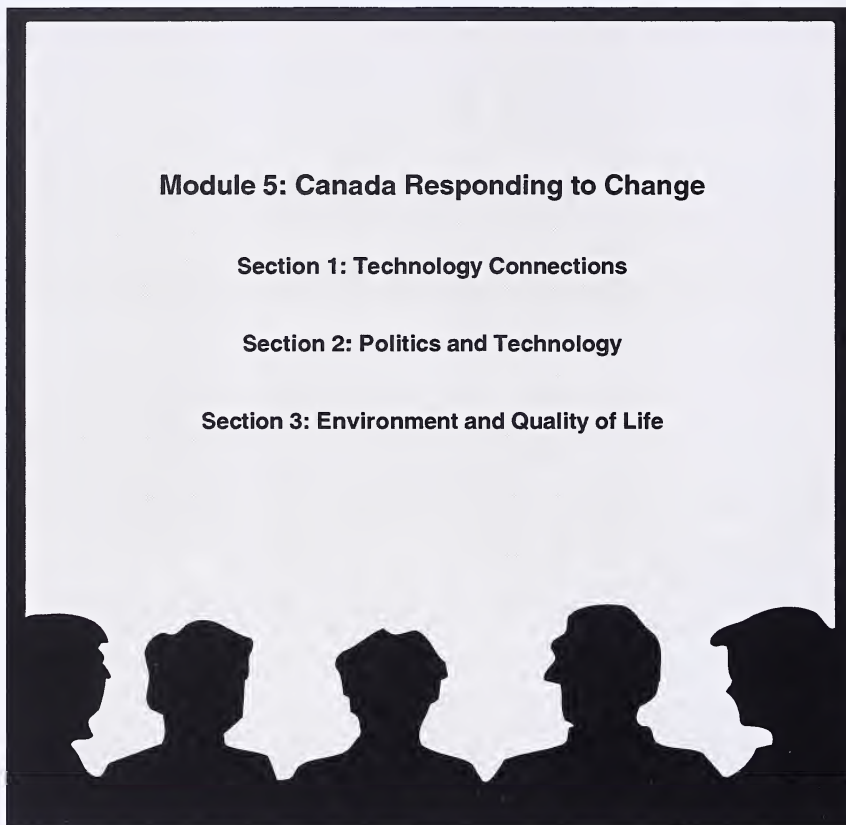
(10 marks)

3. Answers here will vary. In general, there was strong resistance to Gorbachev's new ideas from many people within the Communist party and the government. These people who were part of a powerful and privileged group were not about to let Gorbachev change the power and prestige they held. Many Soviet workers did not change their attitudes towards work either and continued on as before. Generally speaking, the economy continued to do poorly. **(4 marks)**
4. Answers will vary. Replacing their old system of central planning with a market economy could increase social tensions. There are many Russians living outside Russia and this could create serious conflicts between Russians and non-Russians. There is also ethnic unrest between other groups such as the Armenians and Azeris in Nagorno-Karabakh. As these countries encourage resource development, pollution and environmental concerns have to be looked at. Many former Communist party members, secret police force members, and Red Army members do not believe in democracy and are threats to the new governments of these countries. **(4 marks)**

Module 5: Canada Responding to Change

Overview

The focus of this module will be on technological change and its effect on the quality of life of Canadians. The module addresses a number of issues and concepts that focus on economic growth and technological change in a Canadian context. The activities and strategies incorporated are devised to help students make informed choices about the concepts and issues.



Evaluation

The mark distribution is as follows:

Assignment Booklet 5A	
Section 1 Assignment	40 marks
Assignment Booklet 5B	
Section 2 Assignment	30 marks
Section 3 Assignment	<u>30 marks</u>
TOTAL	100 marks

Teaching Suggestions

This module includes a number of graphic organizers to assist the students in organizing and recording information. Graphic organizers help students to better structure new vocabulary, identify and classify major relationships of concepts, and assimilate and analyse information. They are an effective visual reference and can be useful for learning. A number of learning exercises ask for personal responses from the student. As a result, there are no right or wrong answers; however, these exercises should be completed as they are important for the understanding of other associated learning exercises and activities. The students should therefore be encouraged to complete these activities as best they can.

Here are a few more teaching suggestions:

- Keep a display or scrapbook of news articles connecting the role of government with technological development.
- Follow stories about the impact of technology on our environment.
- If possible, tour a museum displaying the technology used by Alberta's pioneers to make students aware that technology itself is nothing new. What is new is the highly sophisticated technology of today.
- Have students bring in examples of early Alberta technology from their homes.
- Bring one or two older members of your community into the classroom to talk about how things were done in their youth.

Section 1: Technology Connections

Key Concepts

- technology
- work
- change

Understanding the concepts related to technological change is very critical in learning about how our quality of life is being affected and how our quality of life is being affected and how Canada is responding to change.

Students should recognize that technology plays a vital role in their everyday lives and that the impact is far-reaching.

Section 1: Activity 1

Answers will vary as these are personal responses. There are no right or wrong answers in this activity.

Section 1: Activity 2

1. Reactions to each photograph will vary. Look for thoughtful explanations.
2. Because they are based on the students' personal reactions to the photographs, the generalizations will vary. The following are some examples of what you might expect.
 - Technology has allowed people to do things (such as travel) much more easily and quickly than before.
 - Technology is affecting some traditional societies and their way of life.
 - Technology has polluted our environment.
 - Because of technology, more people are living in cities.
 - Technology has improved medical care.
 - Technology has improved communications among people.

Section 1: Activity 3

1. Answers will vary. The pioneer homes were much smaller, often only one or two rooms. They did not have amenities like running water, electricity, indoor bathrooms, air conditioning, or central heating.
2. The settlers used simple tools to construct their buildings. They had to use the available resources of the area and combine them with their ingenuity. Alternatives had to be found and used, such as in the case of the doors and windows.
3. Modern equipment and tools would be used to build the home today. More wood would be used. Materials would be brought to the site. Students may elaborate substantially on such differences.

Section 1: Activity 4

1. The answers to the brainstorming list will vary.
2. In this learning exercise, refer to the thought web and check for additional information or changes made by the students. See that they understand the ideas of the thought web or concept map.
3. Answers may vary. Verify that students have used the thought-web (concept-map) format with all the joining clusters and connections.
4. The paragraph should outline and reflect the students' understanding of the concept of technology. While there is no correct answer for this question, you should check to see that students have thought about technology and have provided their personal definitions.

Section 1: Activity 5

1. Answers will vary for questions a. to c.
2. Responses will vary for this question. Be sure answers reflect the chapters' content.
3. In this learning exercise, students are required to write a minimum of ten questions about the topic of technology and change. These are research-inquiry questions that the students would like to see answered. Encourage the students to generate as many questions as they would like to write. Questions will, of course, vary; however, you should check to see that the exercise has been completed. The students will return to these research questions later.

Section 1: Activity 6

1. Work has a very important role in the lives of people. It determines the standard of living and quality of life of people. Work establishes our wants, needs, and identities.
2. Answers will vary. Check to see that students have supported their responses.
3.
 - The major industry in 1893 was agriculture. From this date, however, there is a steady decline.
 - There have been increases in the areas of manufacturing, printing, trade, communication, and retail trade. These industries took the place of agriculture, especially manufacturing.

Students may make other observations. Check to see that they have supported their answers with data from the chart.

4. The best response to this question is probably technology. Students may, however, indicate a different answer. In either case, check to see that they have supported their answers to the question.
5. Technology affects our life-style both positively and negatively. It affects people's standard of living. In many ways it has improved our quality of life. For example, our lives have generally been made easier and more convenient. Technology has also made it possible for people to have more leisure time. Students may include more information in their answers. Check students' reasoning as to why they indicated their examples as being positive or negative.

Section 1: Activity 7

1. **Textbook question 1:** The two people involved in the story are a grandfather and his grandson. The grandfather took his grandson into the woods in order to pass down traditional beliefs about their culture.

Textbook question 2: The grandfather came to realize that the world he remembered and was brought up in has changed greatly. Values, wants, and needs have changed because of technology. The grandson learned very little because his expectations and background were different from those of his grandfather.

Textbook question 3: Answers may vary.

2. Students have a choice as to which writing assignment they would like to do. Check to see that they have used hints from the story to support their writing.

Section 1: Activity 8

1. The following are some possible answers for the chart. Check to see that students have given the chart an appropriate title. One possible example might be "Comparisons: Past, Present, and Future."

	Home	Food	Appliances	School
1950	<ul style="list-style-type: none"> • simpler design • generally smaller • less use of plastics 	<ul style="list-style-type: none"> • more natural • less "junk-food" • not as many convenience foods 	<ul style="list-style-type: none"> • basic • human handling still required by most 	<ul style="list-style-type: none"> • more basic curriculum • fewer options and programs
1990	<ul style="list-style-type: none"> • larger in size • more complicated designs • use of new building materials • more energy efficient 	<ul style="list-style-type: none"> • more convenience foods • more availability of ethnic foods, e.g., Italian • more health consciousness 	<ul style="list-style-type: none"> • complex • self-monitoring 	<ul style="list-style-type: none"> • computers common • enriched curriculum with many options and programs
2050	<ul style="list-style-type: none"> • many conveniences built in • possibly built under water or in the air • more energy efficient 	<ul style="list-style-type: none"> • pills • dry foods (add water) • even more convenient 	<ul style="list-style-type: none"> • more sophisticated • voice commanded 	<ul style="list-style-type: none"> • far more use of computers • possibly more home-based "plug in computers" • more subjects, options, and programs

2. Answers will vary, but check to see if students have supported their responses.

Section 1: Activity 9

1. In this exercise, students are required to summarize the main ideas of Chapter 1. In their paragraphs, the students should indicate that work has changed significantly because of technology. It has affected both our standard of living and quality of life. Students should also make some reference to the fact that Canadians are responding to technology in a number of different ways, and that as a country we are helping to shape the technologies of the future.
2. Check to see what information was changed as a result of the students' reading the summary and comparing it to their own summary paragraphs in question 1.

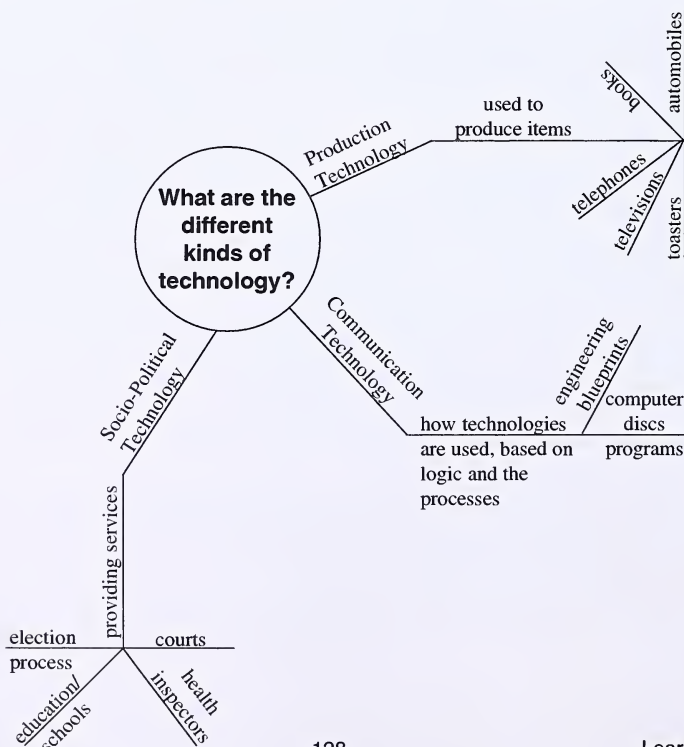
3. There were more farmers in 1950 because there was less machinery to help the farmers accomplish their tasks. As more and bigger machines entered into the agricultural industry, fewer farmers were needed. Two industries that have changed in the past forty years are manufacturing and communication. Two industries that have generally disappeared are those of blacksmiths and hucksters. Two industries that have recently started are those built around computers and courier services.
4. Answers will vary. See that students have considered their responses carefully.

Section 1: Activity 10

1. The answers will vary. Some possible responses are compact discs, computers, electronic equipment, oil pumps, fax machines, and automobiles.
2.
 - a. Technology consists of everything from a basic tool to something as complicated as a computer. It is used to accomplish specific tasks, and, generally, to produce other items. Technology is purposeful, has a specific system associated with it, and can be found in a number of different situations and activities.
 - b. Answers will vary. Check to see that the students have identified similarities and differences between the textbook's definition and their own definitions given earlier.
 - c. (1) Answers may vary but students should indicate something to the effect that technology, although very simple in nature, has been around since humankind's beginning.
(2) Answers will vary. Check explanations.

Section 1: Activity 11

The circle chart should resemble the one shown here and should contain the same information. Of course variations will occur, principally as regards examples.



Section 1: Activity 12

1. a. The statement means that with the good there will also be some bad. Technology has brought some aspects that are less positive.
b. Answer will vary. Check explanations.
2. Answers may vary. The hypothesis should attempt to indicate how the development of the petroleum industry and the computer have changed the way we live. This answer will appear in the chart supplied for question 3.
3. Check for the completion of the “Information Data Chart.” Information included may vary.
4. The concluding statements will vary in both cases; however, students should indicate that both the computer and the technological uses of oil have significantly changed our life-styles.
5. Answers to a. and b. will vary. Check to see that the students attempt to explain what may have accounted for the differences and similarities between the hypothesis and the actual development of the two technological developments.

Section 1: Activity 13

1. Check to see that students have identified between five and seven terms or phrases that clearly exemplify the main ideas and concepts of Chapter 2. The actual terms or phrases will vary, but check for an explanation of the choices.
2. a. Answers will vary. Typical possibilities are such things as these:
 - can opener
 - telephone
 - vacuum cleaner
 - television
 - CD player
- b. The answers to the second part of the question will depend on the students, but check for an explanation of how the examples of technology they have chosen have had an impact on their life-styles.
3. Answers will vary. Possible answers to look for are such things as these:
 - increased use of computers
 - satellite connections
 - more home study
 - greater use of visual forms of technology such as compact videos
4. Answers will vary. Check to see that students have predicted where the technology is going and what the consequences are for society. Students may also have included as part of their answer a time line based on the prediction.

Section 1: Follow-up Activities**Extra Help**

1. a. There are many possible answers. The following examples may be used as a guide:

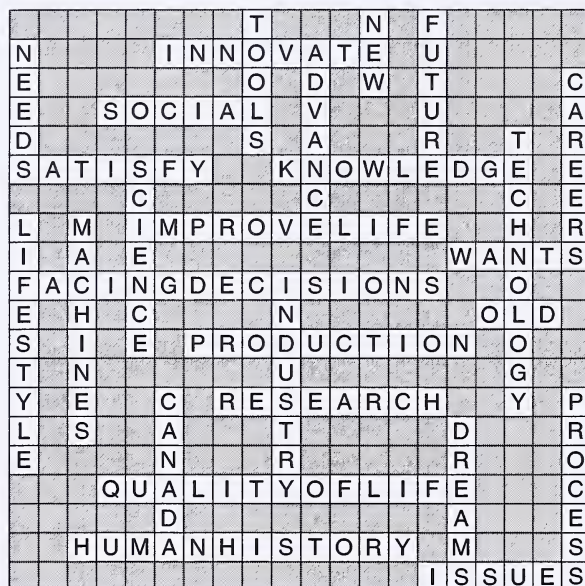
Needs & Technology		Explanation
<ul style="list-style-type: none"> • heating system • plumbing • refrigeration 	<ul style="list-style-type: none"> • medical equipment • automobiles • electricity 	Check for an explanation for each example provided.

- b. There are many possible answers. The following examples of wants may be used as a guide:

Wants & Technology	Explanation
<ul style="list-style-type: none"> • stereo systems • sports cars • camcorders • portable CD player • satellite television 	Check for an explanation for each example provided.

- c. Answers will vary. Check to see that students have explained their positions.

2.



Enrichment

- The invention of the wheel had a great impact on society. It allowed people to move around far more easily. The invention of the wheel introduced the concept of **mass production** and big business. It also provided employment for the people. Overall, the impact was far-reaching.
 - It is clear that the wheel was valued by people because they bought the invention in great numbers over an extended period of time.
 - The invention brought about the problems of unemployment in some areas, price fixing, an overreliance on machines, a shortage of qualified workers in other areas, and an energy shortage. On the other hand, the invention solved many problems other than in the area of transportation. The extra competition provided new choices for consumers and the reduction of prices.
 - Answers will vary. The probable answer is that the wheel will continue to affect people's standard of living and quality of life in both positive and negative ways.
 - The answers will vary. Ensure that students' short stories contain an interesting introduction, and informative body full of detail, a concise conclusion, a point of view, and a specific tense. Students should have fun with this exercise.
- Answers will vary. Look for a name for the new job of the future and a detailed description.

Section 1: Assignment Answer Key (40 marks)

- | | |
|------|-------|
| 1. B | 7. C |
| 2. B | 8. B |
| 3. D | 9. A |
| 4. C | 10. B |
| 5. B | 11. A |
| 6. C | 12. C |

(12 marks)

13. Give 2 marks for each of two correctly identified technological advances. Students are asked to list both the old and new technology.

Answers may vary, the following are possibilities:

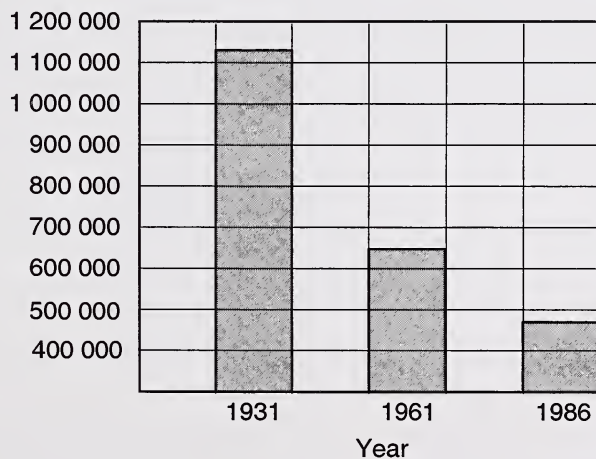
- communications, e.g., crank phone changed to cellular digital phone
- transportation, e.g., internal combustion cars changed to photo electric-cell commuter cars
- manufacturing, e.g., hand-carved picture frames changed to extruded plastic frames
- agriculture, e.g., steam tractor changed to computerized tractor
- health care, e.g., x-rays changed to MRI imaging
- science, e.g., manual calculation changed to computer analysis

(4 marks)

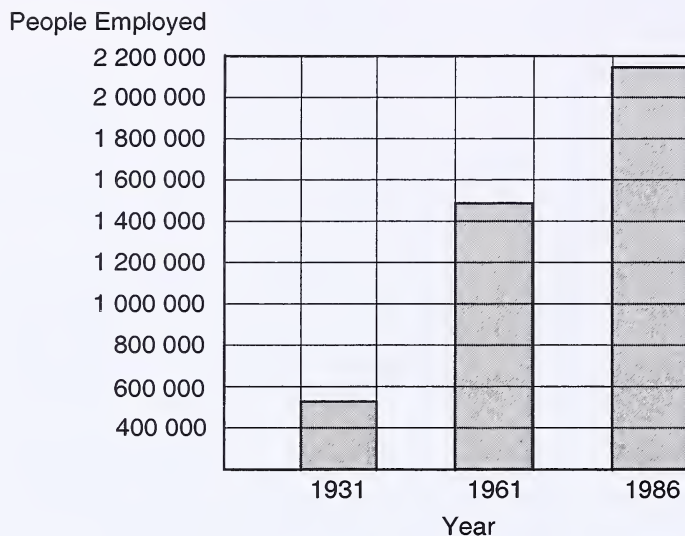
14. Both the sharpened stick and the modern computer show knowledge (at different levels) being used to create tools to satisfy needs and wants. (Technology is the application of knowledge to the development of new processes, products, or tools.)

(4 marks)

15. a.

Agriculture**People Employed**

Manufacturing



- b. Answers will vary. Expect students to suggest that the bar graph is a more effective method to convey the information when compared to the table used in the textbook. The bar graph more vividly depicts the trends, while the chart does not convey this information as quickly. Mark for explanations.

(8 marks)

16. Compositions will vary. Mark for organization as well as content. Students should follow correct paragraph format. Following are possible benefits and problems. Students may have others.

Benefits

- easier access to information
- more information available
- more choices in entertainment
- more entertainment for shut-ins

Problems

- less communication among family members
- exposure to negative influences
- less time spent developing reading skills
- expensive to keep up with latest technology

Suggested mark distribution:

- content, 8 marks
- organization, 4 marks

(12 marks)

Section 2: Politics and Technology

Key Concepts

- politics
- technology
- government

This section examines the ways in which governments become involved with—and support—technology. Students should understand that governments affect technology at all levels of research and development, resulting in changes to quality of life.

Teaching Suggestions

- This section contains a practice exercise in the writing of a letter to the prime minister. This sort of activity can be extended to include a real letter sent to a local MP or MLA about an issue of concern dealing with government and technology—perhaps an environmental issue.
- There is much in the news these days about environmental concerns and what the government is (or should be) doing about them. Have students look for and bring in relevant articles to discuss. Make a display.

Section 2: Activity 1

1. Answers will vary. The list might include such things as these:

- control
- laws
- police
- services
- taxes
- elections
- political parties

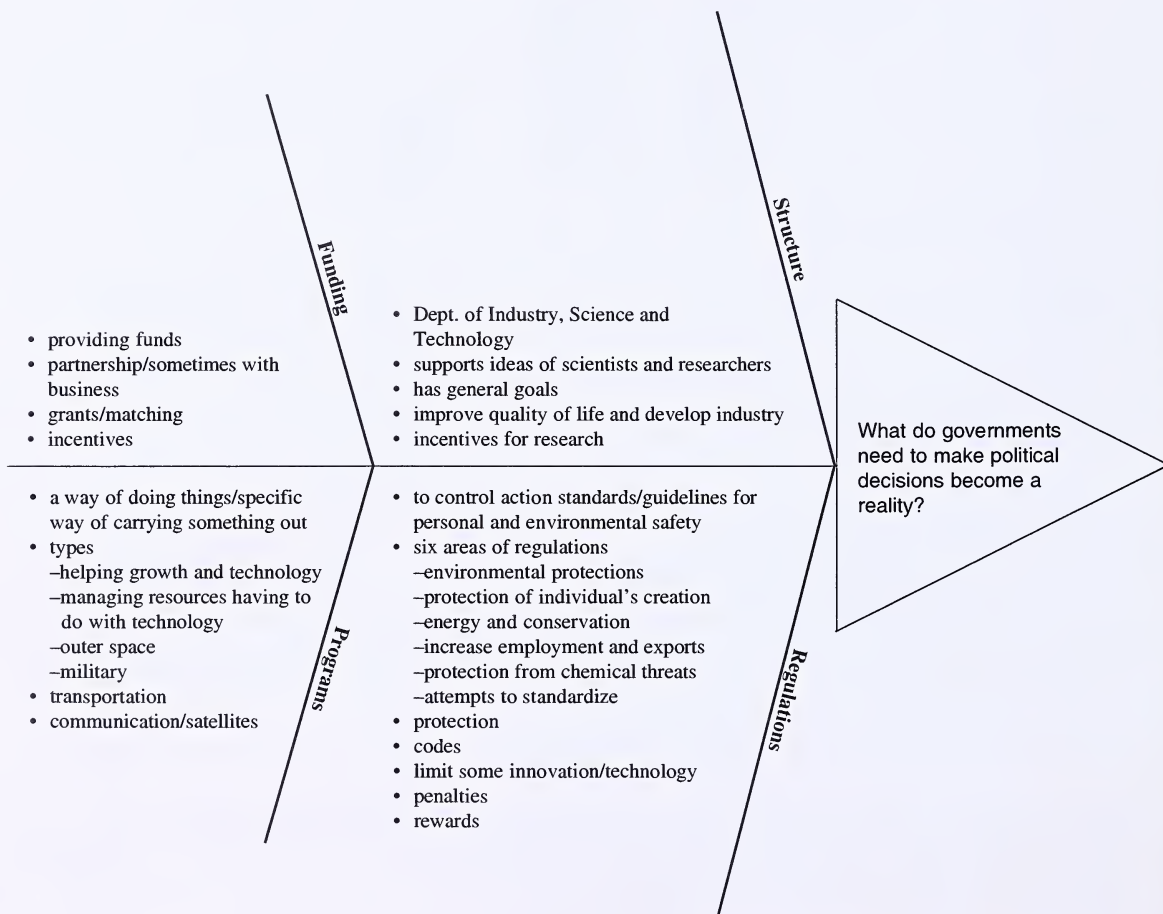
2. Answers for this question will vary. Most likely students will indicate that these are some of the things they have heard or seen about the topic.
3. Answers will vary. Check to see that the first two columns of the chart have been completed.
4. Answers will vary slightly but should mean the same as what follows.
 - a. Canada is a democracy, which means that the government is **controlled by the citizens** through elections.
 - b. Many people think that **politics** and **government** are the same thing.
 - c. Politics means anything related to **making decisions** that would promote the best interests of the **public**.
 - d. Almost everything in **Canada** has something to do with government.
 - e. Any government decision that is made regarding any type of activity is called a **political decision**.
 - f. Political decisions are often **complex** because there are many **sides to an issue**.
 - g. Politics, or government, can have an impact on **technology**.
 - h. Political decisions about technology can be **controversial** and do affect the **citizens** of our country.
 - i. The three levels of government in Canada are **federal, provincial, and local**. Each of these levels plays a role in **technological** change and has an **impact** of the lives of Canadians.
 - j. The first job of any government is to promote **the welfare of its citizens**.¹
5. The governments of Canada have different areas of authority to better meet the needs and interests of such a large country. For example, those issues that have to do with all Canadians are better dealt with by one central government, namely the federal level. If a need is specific to a particular city, this should be dealt with by the local government. Because of the large size of Canada and the varying needs of the regions, we have provincial governments.

Jim Parsons and Sharon Jamieson, *Canadians Responding to Change*, (Edmonton: Reidmore Books Inc., 1990) 25-27. Reprinted by permission.

6. a. Government must find a balance to stay in office yet still make decisions about the future. Most people want immediate results and are impatient. Therefore, governments have short-term and long-term goals.
- b. Answers will vary. Check for an explanation.
7. Answers will vary. In this learning exercise, the student should explain that governing Canada is difficult because of its large size and diverse needs and interests. As a result, making political decisions is sometimes a problem and bound to be controversial. Ensure that students have addressed the concerns of the citizen in a return letter. As prime minister, students must persuade the citizen that her best interests are being taken care of by her government. Check to see that the writing is in a letter format and is signed.

Section 2: Activity 2

1. The following is a basic outline of the information for the fishbone chart. Students may have more details recorded on their charts.



2. Answers will vary, but students should come to realize that governments play a very large role in the development of technology. Specifically, the government needs structure, funding, regulations, and programs. Involvement will vary in degree and manner.

Section 2: Activity 3

1. Answers will vary. Some possibilities of involvement are as follows:

- scientific research
- medical research
- launching of satellites
- technical education

2. **Textbook question 1:** The Canadarm is attached to the space shuttle and allows NASA astronauts to launch, retrieve, service, and repair satellites while orbiting in space. The Canadarm resembles (and functions very much like) an arm, and is controlled by a master computer. This piece of technology cost approximately \$100 billion to develop.

Textbook question 2: The Canadian government became involved through the National Research Council. It was looking for a project that would more deeply involve Canada in space technology. By participating in the venture, Canada was guaranteed the sale of four arms as well as space parts. The country would also gain a solid reputation, and, as a result, new opportunities would present themselves in the future.

Textbook question 3: The answers will vary. Here are some possible answers:

- space stations
- satellites
- probes into outer space

3. Check for the completion of the chart. Students should have identified three specific examples of innovations, general facts, and the benefits brought about as a result of these developments.
4. a. Gross Domestic Product (GDP) is used.
- b. 1986—\$509 million
- c. (1) \$97 290 million
- (2) 1971
- d. Governments continue to encourage technology and research in order to be included among the leading countries of the world. The benefits of being a leading country will include having a stronger economy and a better standard of living for the country's citizens.
5. Answers will vary. The conclusions that the students arrive at should indicate that governments support technological development in a number of ways. The support is in the form of structure, funding, regulations, and encouragement.

Section 2: Activity 4

- | | | | |
|------------------|--------------|--------------|------------------------|
| 1. a. government | e. federal | i. funding | m. support |
| b. democracy | f. different | j. standards | n. decisions |
| c. vote | g. promote | k. invests | o. "Government is us." |
| d. everything | h. reality | l. research | |
2. Technology is making the world seem smaller through the use of innovations. As a result of technological innovation in transportation and communication, boundaries now are limitless and open to all. We can, for example, travel thousands of kilometres in a matter of hours. A news event that takes place in a place like Drumheller, Alberta, is communicated around the world in a matter of minutes, if not seconds. These innovations have created what has been termed a **global village**. Because much of the current communications and transportation technology is new, the world was not so "small" for students' parents as it is for them. Students may give specific examples of this.
3. Answers will vary. Check for an explanation.

4. Answers will vary. Here are a few possibilities:

- senate reform
- a new status for Quebec
- a North American government consisting of Canada, Mexico, and the United States

Check to see that for each change identified the student has also suggested the possible impact.

5. Answers will vary. Check for the completion of the third column of the chart.

Section 2: Follow-up Activities

Extra Help

1. a. T e. T h. T k. T n. T q. T t. T w. T
 b. F f. F i. F l. T o. T r. F u. T x. F
 c. F g. T j. F m. F p. T s. T v. T y. T
 d. T

2.

X	Y	E	D	J	K	W	Q	S	Y	I	K	B	F	I	Y	W	N	H	N	B	S	J	G	F	D	X	W	L	Y	A	O
C	W	A	F	Z	P	W	U	V	K	C	V	G	F	O	J	C	X	X	L	T	P	X	J	T	U	G	B	E	U	E	S
M	Y	H	D	K	G	T	X	U	J	Z	W	L	G	N	F	Q	E	D	R	E	S	E	A	R	C	H	L	G	T	N	G
R	I	J	Q	I	P	N	E	I	L	V	D	K	O	H	E	W	S	N	T	B	W	I	J	X	G	O	C	R	O	C	S
Z	V	I	R	L	M	A	A	C	T	I	O	N	Y	C	I	E	L	J	V	S	Z	B	C	S	R	W	N	I	A	O	B
I	D	D	N	B	M	T	M	X	H	R	P	Y	U	N	A	A	D	Z	X	I	K	O	N	E	I	E	T	I	C	M	I
S	D	C	L	N	G	O	V	E	R	N	M	E	N	T	I	L	N	S	X	N	R	O	R	V	J	C	V	N	X	M	F
S	J	A	K	T	O	P	S	U	A	I	O	M	D	S	T	L	H	C	H	M	I	O	A	H	E	P	J	C	L	I	U
U	B	U	F	A	S	V	Z	U	E	A	S	L	R	F	C	V	Z	S	D	T	K	I	N	L	X	J	K	E	N	T	N
E	R	P	I	Z	A	P	A	L	P	J	A	E	O	V	U	Z	Y	U	A	Y	N	X	E	M	Y	E	G	N	Y	M	D
S	Y	C	F	R	G	D	Y	T	O	P	V	I	R	G	O	Q	P	L	W	D	S	J	K	X	E	C	K	T	D	E	I
F	S	V	G	W	Z	T	V	T	I	O	O	J	R	V	Y	T	U	O	W	M	A	N	A	G	I	N	G	I	E	N	N
D	K	A	F	C	S	Q	T	A	R	O	K	R	Z	H	O	G	I	L	L	Q	C	Z	N	K	U	B	T	V	C	T	G
U	Z	Y	F	E	Q	W	J	T	N	K	N	J	T	B	E	G	X	N	R	I	D	G	A	K	R	J	N	E	I	I	K
D	T	L	F	E	U	X	N	G	J	C	W	S	P	R	Y	H	M	X	G	O	T	C	S	P	N	N	O	S	S	U	V
L	I	I	W	L	T	O	I	I	Z	N	E	Q	L	O	F	U	N	D	I	N	G	I	E	C	L	U	P	Q	I	R	N
D	L	N	P	B	C	Y	L	A	G	E	W	M	U	N	L	H	P	R	O	V	I	N	C	I	A	L	V	F	O	E	V
C	I	T	I	Z	E	N	S	S	S	X	Z	Y	E	X	X	I	E	M	S	E	Q	C	K	S	K	R	D	Z	N	S	B
A	U	T	H	O	R	I	T	Y	T	E	I	E	G	N	E	C	T	L	M	T	O	V	P	P	G	I	E	O	M	P	H
R	X	P	Y	E	Q	T	J	O	T	M	B	W	C	Z	T	Y	I	I	P	U	R	E	O	E	U	R	V	U	A	O	C
Q	Z	P	R	J	A	P	C	N	I	Z	E	U	U	E	R	S	A	L	C	A	U	F	Y	X	E	E	K	K	N	C	
N	P	C	W	O	N	O	E	H	P	M	R	D	P	X	H	I	L	Z	E	A	N	I	C	J	G	A	L	F	I	D	A
U	E	P	A	J	G	M	E	N	C	O	U	R	A	G	E	M	E	N	T	A	L	G	N	T	Z	N	O	E	N	I	L
C	B	G	B	N	Y	R	R	D	H	L	S	Z	L	E	C	P	H	O	Z	F	D	S	G	H	U	W	P	D	G	N	I
H	J	Q	O	O	A	O	A	V	R	E	S	R	B	N	Y	R	D	S	O	K	X	E	Y	R	J	R	M	E	L	G	N
A	T	K	L	T	T	D	O	M	F	V	B	W	D	O	Y	O	L	Y	B	J	R	Y	R	S	O	I	E	R	V	G	F
N	O	P	P	C	I	C	I	W	S	E	F	D	Y	F	A	V	T	A	I	U	O	L	O	S	T	W	N	A	F	V	L
G	M	W	A	Z	S	A	N	A	T	L	C	Q	Q	K	O	I	O	B	T	V	V	C	X	L	H	E	T	L	E	Y	U
E	G	P	L	R	F	A	T	M	N	S	C	O	I	R	L	N	N	U	M	O	D	E	R	N	B	I	M	H	J	N	E
K	M	C	A	N	A	D	A	I	L	S	T	G	O	A	K	G	F	J	R	W	U	O	H	T	F	M	P	E	S	Z	N
I	K	X	N	S	J	R	N	N	P	J	X	U	T	P	S	E	T	T	I	N	G	S	T	A	N	D	A	R	D	C	
N	P	W	G	H	U	Z	W	Z	F	G	A	Q	G	B	R	F	R	D	Q	U	Z	C	Y	K	I	U	D	B	B	A	E

Enrichment

1. **Note:** Students may need considerable help with the setting up, administering, and analysing of their surveys.
- a. Answers will vary. Check that students have a sound understanding of what can be achieved with a survey.

- b. Answers will depend on the results of the survey. Check to see that the information has been organized and analysed in a logical fashion. The conclusions and recommendations will also depend on the survey results.
2. Answers will vary. Check to see that the ten questions are well written and concise, and that they address the issue. Ensure that the interview questions cannot be answered with a mere yes or no.

Section 2: Assignment Answer Key (30 marks)

- | | | | | |
|------|------|------|------|-------|
| 1. D | 3. C | 5. D | 7. C | 9. A |
| 2. B | 4. A | 6. B | 8. D | 10. A |

(10 marks)

11. Give up to 6 marks for demonstrating a clear understanding of Canada's role in supporting technological research. Give up to 2 marks for the quality of language and expression demonstrated.

Students should mention the following:

- the use of grants for research
- the creation of regulations, standards, and codes to ensure public safety
- the creation of a Department of Industry, Science, and Technology to increase the research and design of new technologies

Students may choose to be more specific, citing specific efforts such as copyright laws, food and drug regulations, matching grants, or support for the Canadarm project. This is fully valid.

(8 marks)

12. There is no correct answer, but students must offer a clear position, whether it be a yes or no or a qualified position. It is essential that the position is supported by logical argumentation. The better papers will supply appropriate examples to strengthen the argumentation. Weaker papers may have limited, irrelevant, or inconsistent argumentation and little or no support.

Suggested mark distribution:

- presentation of a clear position supported by logical and consistent argumentation, 5 marks
- appropriate, correct examples, 4 marks
- quality of language and expression, 3 marks

(12 marks)

Section 3: Environment and Quality of Life

Key Concepts

- | | |
|---------------|-------------------|
| • technology | • future |
| • environment | • quality of life |

This section examines how technological developments have had positive and negative effects on the environment and quality of life. Students should understand the impact of technological developments and the ways available to us to reverse harmful effects on the environment.

Teaching Suggestions

- Suggestions made for Section 2 apply here as well.
- Try to generate discussions on values and attitudes. Analyse positions on environmental issues to determine underlying values.
- Role playing can be used extensively in this section (for example, environmentalists vs. loggers). Be sure to bring out both positions honestly and sympathetically.
- Try to get your class actively involved in conservation projects. Stress that action is the ultimate objective of an understanding of environmental problems.

Section 3: Activity 1

1. a. Answers will vary. See that students understand the meaning.
- b. Answers will vary. Check for clear explanations.
2. a. Answers will vary. The following are some possible negative examples:
 - Air is polluted.
 - smoke stacks emitting pollutants
 - gas emissions from automobiles
 - Lakes and rivers are dying.
 - spilling of oil
 - dumping of chemicals and hazardous wastes
- b. Answers will vary. There are numerous examples of efforts being made to save the environment. Some of the following are such examples:
 - placing devices on smoke stacks to filter the smoke
 - reforestation projects
 - neighbourhood clean-up campaigns
 - using sources of energy other than fossil fuels
3. a. Answers here will vary. Check that students have expressed their personal reactions to the nine photographs shown on pages 96 to 107 of the text.
- b. Answers will vary. Ensure that an explanation has been provided.
4. a. Answers may vary somewhat, but should resemble what follows.

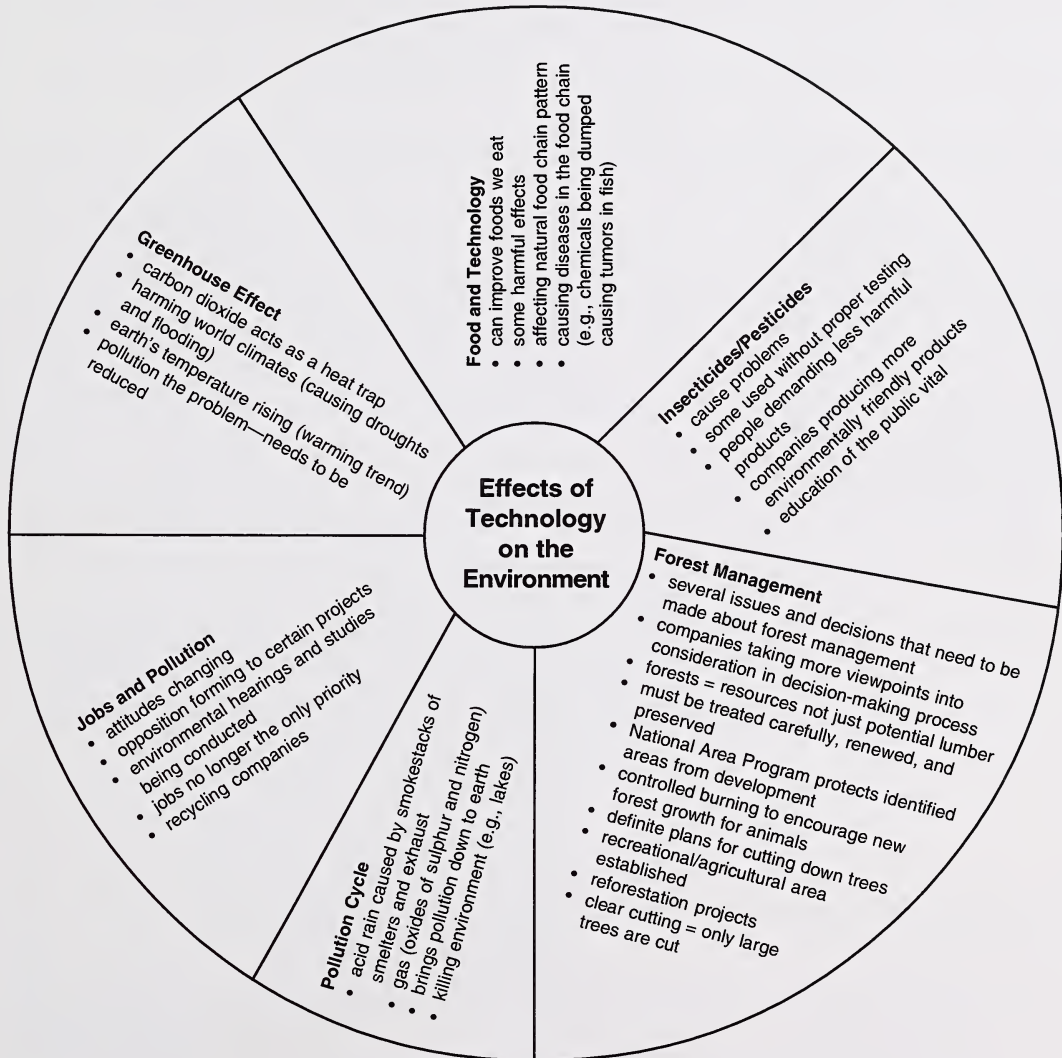
Speaker	Value(s)
1	<ul style="list-style-type: none"> • convenience in life-style • employment, at any cost • resource development to stimulate economic activity • higher standard of living
2	<ul style="list-style-type: none"> • big business/free enterprise • materialism • development of environment without limits
3	<ul style="list-style-type: none"> • convenience in life-style • leisure time and quality of life
4	<ul style="list-style-type: none"> • nature • environmentalism/conservation
5	<ul style="list-style-type: none"> • weighing of needs of both sides • decision making • welfare of people • environmental concerns • compromise

- b. Speakers 2 and 4 seem most opposed.
- c. Speaker 5 is the most neutral.

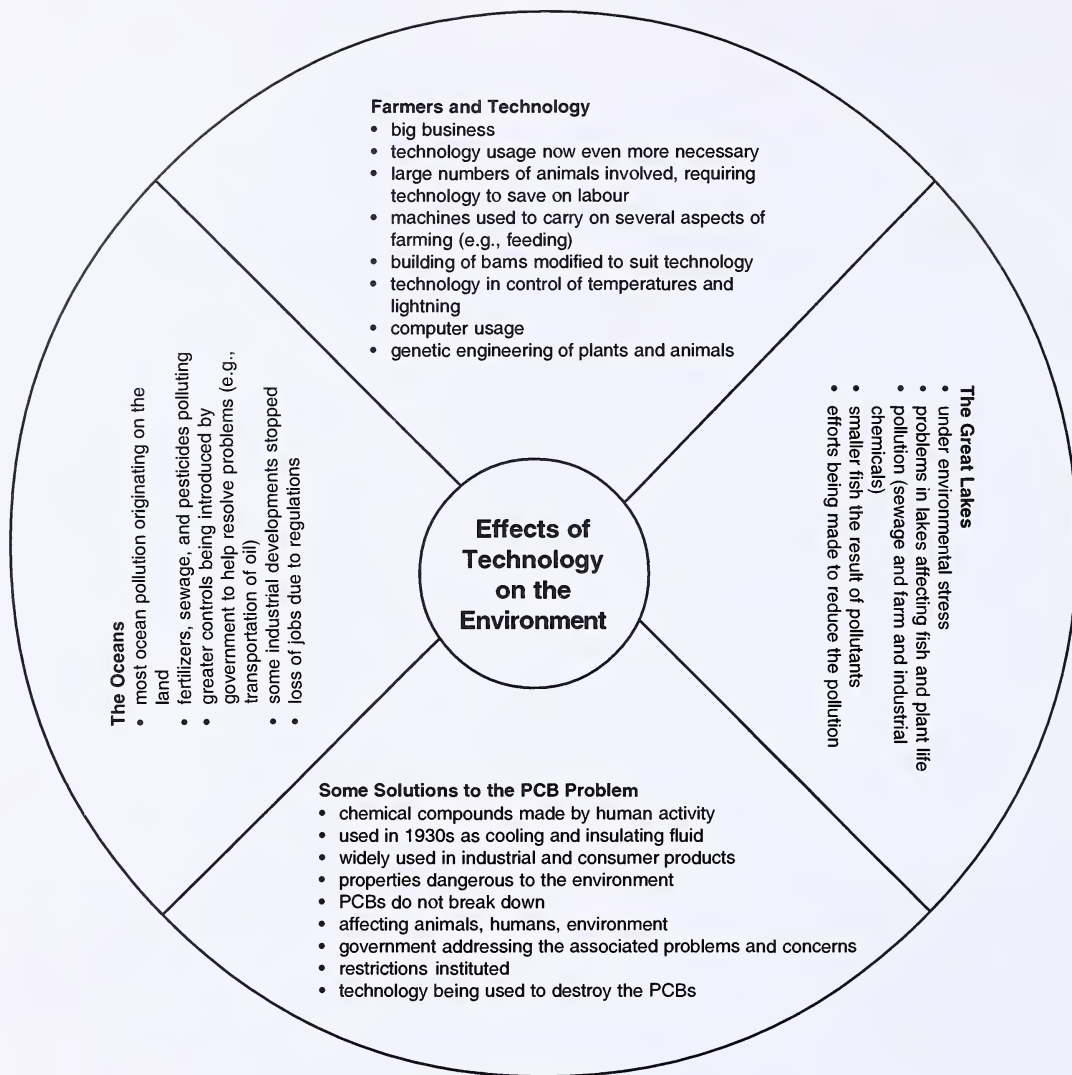
- d. 1, 3, 4: citizens
2: business developers
5: government officials

Section 3: Activity 2

1. The answers in the pie chart will vary. Use the following example as a guide. Students may have more data in their charts.



Other possible answers are included in the second pie chart, which follows.



2. a. Technology is being used to solve or reduce many environmental problems. The following is a list of some of the efforts being made to save the environment:

- conserving energy
- burning PCBs at high temperatures in incinerators
- educating the public
- monitoring the ecology and environment better
- foregoing things we want in order to ensure the environment's survival
- recycling products
- using energy-efficient appliances
- monitoring weather and soil conditions
- reclaiming lakes and land previously ruined
- producing safer chemicals

- b. **Textbook question 1:** Pollution is affecting the natural cycle or food chain. The pattern of feeding relations between plants and animals has been altered. Because the chain has been altered or broken, the entire ecosystem has experienced disastrous consequences. The examples provided by students may vary. The following are some possibilities:

- fish with disease
- infected animal life
- plants containing dangerous compounds

Textbook question 2: Almost the entire Canadian life-style would be affected negatively. Water is the lifeline of survival. The absence of clean freshwater lakes would affect employment, agriculture, quality of life, and so on.

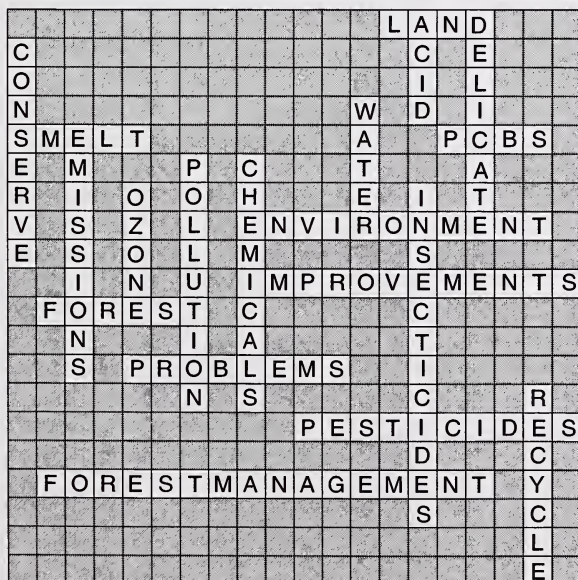
Textbook question 3: Farmers are being encouraged to reduce the use of pesticides and fertilizers in order to decrease health hazards and pollution.

- c. Answers will vary. Students should suggest that there is a very close relationship between the environment, technology, and quality of life. All three are intertwined: When one is changed, the other two aspects are also affected.
3. Answers will vary, but students should support their positions.
4. Answers will vary. The concluding statements should indicate that a number of aspects of technology are adversely affecting the environment, but that measures are being taken to correct these environmental problems and concerns. Many people are working to turn this situation around. Programs including such things as recycling and energy conservation have been put into place to solve problems. Technology is now being used to fight the environmental crisis.

Section 3: Follow-up Activities

Extra Help

1. The cartoon's message is that if we destroy our world through lack of environmental concern, we won't get a second chance. If we fail to recycle things that can be reused, it might soon be too late to undo the damage.
2. a. and b. Answers will depend on which examples the students select. Check for explanations.
- 3.



Enrichment

1. Answers will vary.
2. Answers will vary. Students should be encouraged to make notes in point form.
3. Answers will vary. Students should conclude that recycling is a method whereby technology helps to reduce pollution. The use of recycling has had an impact on the survival of the environment.
4. Answers will vary. Here is a possible list:
 - recycling items
 - using environmentally friendly products
 - organizing clean-up campaigns
 - writing letters to politicians
 - conserving and using new forms of energy
5. Answers will vary. Have students explain their cartoons.

Section 3: Assignment Answer Key (30 marks)

- | | |
|------|-------|
| 1. B | 6. C |
| 2. C | 7. B |
| 3. A | 8. B |
| 4. C | 9. D |
| 5. B | 10. B |

(10 marks)

11. Students' responses will vary greatly. Whatever choice is made, consider the thoughtfulness and perception demonstrated. Students' compositions should be well-organized.

In responding, students must describe elements of the future world they have selected to write about. For example, in Choice A, students may choose to describe a lifestyle where people need to use various protective measures to combat the effects of pollution. With Choice B, they should describe lifestyle habits that would be logically consistent with creating a cleaner environment.

Suggested mark distribution:

- 14 marks for creating future world and providing examples as well as demonstrating thoughtfulness and perception
- 6 marks for organization and the quality of language and expression demonstrated

(20 marks)

Module 6: The Development of Canada's Mixed Economy

Overview

Module 6 completes Social Studies 9's examination of Canada's economic system and the effects of technological change on our nation's economy. Students begin by examining the nature of Canada's mixed economy, move on to look at technology at work in our industries, and conclude with a final look at quality of life in Canada's changing society.



Evaluation

The mark distribution is as follows:

Assignment Booklet 6A	
Section 1 Assignment	30 marks
Section 2 Assignment	30 marks
Assignment Booklet 6B	
Section 3 Assignment	<u>40 marks</u>
TOTAL	100 marks

Section 1: Our Mixed Economy

Key Concepts

- scarcity
- factors of production
 - land
 - labour
 - capital
- types of economic systems
 - socialism
 - capitalism
 - mixed economy
- labour/management relations
- private sector
- public sector

In Section 1, students will briefly review the concepts of scarcity, factors of production, and types of economic systems. Some new terminology will be introduced in the process. Students then take a closer look at labour/management relations and the roles of the public and private sector in a mixed economy.

Teaching Suggestions

Section 1 begins with review; as in earlier modules, decide how much time your students need to devote to this material.

Be sure students have the following expressions sorted out before moving on:

- centrally planned economy
- socialism
- free enterprise economy
- laissez-faire
- capitalism

Suggestions in earlier modules that dealt with management/labour relations apply here as well. Be careful not to open any old wounds in your community caused by labour disputes.

There is much talk of privatization in Alberta—and throughout Canada—these days. Have students look for news coverage of this issue. Make a bulletin-board display and use it as the basis of discussion.

Section 1: Activity 1

1. Answers to the thought web will vary. The following concepts and ideas should be present:

- change
- economics
- transportation
- capitalism
- technology
- mixed economy
- Crown corporation
- labour
- management
- private sector

2. Answers again will vary. The following concepts and ideas should be present:

- primary industry
- environment
- fishing
- farming
- forestry
- secondary industry
- factories
- employee
- tertiary industry
- innovations
- robots
- technology

3. Answers will vary. Check that responses reflect the topics discussed in chapters 4 and 5 of the text.

4. Answers will vary. A class brainstorming session would work well here.

Section 1: Activity 2

1.

Economy	Socialism	Mixed Economy	Capitalism
What goods and services will be produced?	Public sector decides. The public owns goods and services and government makes decisions.	Both public and private sectors decide.	Private sector and consumers decide what goods and services will be produced based on demand.
How will the goods and services be produced?	Public sector decides.	Public or private sector decides depending on who owns the means of production.	Private individuals and corporations decide on methods of production.
For whom will the goods and services be produced?	The public sector or government decides who will receive the goods and services.	Consumers and public sector decide.	Consumers who demand the goods and services will receive them.

2. a. S f. M/C
 b. C g. S
 c. S h. M
 d. C i. S
 e. M j. M

Section 1: Activity 3

Students should come up with some or all of the following factor.

1. Industrial Revolution

- The national railway created building booms and expanded the service industry.
- Protective tariffs were established.

2. Protective Tariffs

- These promoted domestic industry.
- They made Canadian goods and services more competitive.
- Local consumers were forced to buy local products.

3. Industrial Boom

- There was no job protection.
- Wages were set by employers.
- There were unsafe working conditions.

Section 1: Activity 4

1. a. Answers will vary. Some student concerns could be such things as

- low pay
- working hours
- working conditions
- management relations
- uniforms

- b. Answers will vary, but the best method would be to discuss the situation with management and express concerns.
 - c. Answers will vary. Here are a few possibilities:
 - discuss concerns with other staff members
 - do nothing
 - ask you to leave
 - d. Some types of compromise would have to occur. Students must give reasons.
2. Answers will vary but the following ideas and concerns should be expressed somewhere in the cartoons:
- loss of job because of new technology
 - loyalty to the job
 - working conditions
 - unions
 - strikes (shows of united stand against management policies)
 - anger/frustration
3. **Textbook question 1:** Students may include some of the following historical points:
- In 1919, Canada experiences unemployment and inflation.
 - Unionism grows strong as a result of the Russian Revolution.
 - In March 1919, labour leaders discuss the idea of one large union to speak for all workers (Calgary).
 - On May 15, the Winnipeg Trades and Labour Council calls a general strike. Their demands include collective bargaining, better wages, and improved working conditions.
 - About 30 000 workers walk off their jobs.
 - On June 17, the leaders of Central Strike Committee are arrested.
 - On June 21, “Bloody Saturday,” the RCMP injure twenty-nine and kill one as they charge a group of strikers.
 - Workers return to work on June 25.

Textbook question 2: The central cause was the frustration and anger workers felt over seeing their lives becoming worse and worse. They could see themselves becoming poorer as the rich became richer. Inflation and unemployment made providing for a family almost impossible on the type of wages being paid.

Textbook question 3: The three concerns the strikers had were

- collective bargaining
- poor working conditions
- low pay for work done

Students must decide if the strikers had a valid complaint before they decide if they would join them or not.

Textbook question 4: Students must try to imagine that all the grocery stores, malls, post offices, schools, oil companies, and so on shut down. Answers and opinions may vary on what kind of effect this would have on their community or city.

Section 1: Activity 5

1. Examples will vary.
2. The answers to a, b, and c are all basically the same. Students should know that when we discuss the private sector we mean individuals or groups of individuals that belong to an organization. Economic wealth often determines if one is eligible to belong to such an organization.

The public sector deals with the majority of the people. Belonging to this sector is a right and not a privilege. Governments, cities, and municipalities are examples. Simply put, everyone has an ownership in public organization.

Both the public and private sector are present in Canada's mixed economy. Each plays a role in the development and running of our economy.

3. a. to e. The answers to the surveys and questions that follow them will vary, but it is important that students understand some key concepts about government-operated corporations:
 - Very often the government runs these corporations because no one in the private sector wants to.
 - Health care and railways are services provided by the government with taxpayers' money.
 - These corporations tend to lose money. They do not make a profit.
 - If private corporations did take these services over, the public would have to pay a lot more money for them so that the corporations could make a profit.
 - As Canadians, we are very lucky to have government services available to us.

Section 1: Follow-up Activities

Extra Help

1. Summaries will vary, but see that students have correctly used the terms listed. It is crucial that they know this material before moving on to the next section.
2. a. Answers will vary. Following are a few typical responsibilities students may have around the house:
 - taking out garbage
 - babysitting
 - getting to school on time
 - doing homework
 - cleaning room
 - doing dishes
- b. Concerns for jobs may include the following:
 - low pay
 - no appreciation
 - no flexibility
 - no permission to make any suggestions
 - unpleasant colleagues

Enrichment

1. Students may need assistance locating periodicals and old newspapers if they decide to use them.

Direct students to finding out information about the feelings of people in the city—just what they were going through and their thoughts at the time. Student letters should reflect these feelings.

2. a. Answers will vary. Here are some possibilities:

- iron road running from the sea to sea
- bringin' goods to a young growin' land
- get on our way, cause we're movin' too slow
- For they looked to the future
- Open her heart, let the lifeblood flow

- b. The stanza that best expressed the idea that change is occurring at a rapid pace is

Bring in the workers and bring up the rails
 We gotta lay down the tracks and tear up the trails.
 Open her heart, let the lifeblood flow
 Gotta get on our way, 'cause we're movin' too slow.
 Get on our way 'cause we're movin' too slow.

- c. Answers will vary. If this exercise is carried out in class, it is important that students read over the words to a song a few times before they listen to it. The theme of the song is easier to find, and it makes listening to the song much more enjoyable.

Section 1: Assignment Answer Key (30 marks)

- | | |
|------|-------|
| 1. D | 6. B |
| 2. C | 7. C |
| 3. A | 8. D |
| 4. D | 9. A |
| 5. D | 10. C |

(10 marks)

11. There are several reasons for increased government involvement. Urbanization has meant greater demand for services such as water, sewers, and policing; and the government has taken on these responsibilities. The government has also decided that some services are essential to all Canadians (for example, health, transportation, and communications) and this has meant the creation of things like the CNR, the CBC, and Medicare. The federal government has also taken on the role of acting to solve some of the problems of the Canadian economy (for example, unemployment, inflation, and regional disparity). Students may offer other equally valid reasons.
(4 marks)
12. Privatization is the selling of government-owned corporations to the private sector. In recent years, all levels of government have decreased their involvement in the Canadian economy through the process of privatization, which generally means a decreased role for the public sector and an increased role for the private sector in the Canadian economy.

Following are possible examples:

- the federal government sale of Canadair, Air Canada, Petro Canada
- the contracting out of some services of Canada Post
- in Alberta, the contracting out of government services such as motor vehicle licensing and snow plowing of highways
- the privatization of Alberta Government Telephones (Telus) and Alberta liquor stores

Students may have others.

(4 marks)

13. Ways a government in a mixed economy can influence working conditions for the labour force may include the following:

The government can

- set minimum wages and standards for working conditions
- create jobs during times of unemployment
- set up retraining programs to improve the skills of the labour force
- pass laws regulating collective bargaining or union activity
- establish general rules for things like retirement age

Students may have others.

(2 marks)

14. Answers will vary. Specific actions that governments could take to encourage private sector growth of technology include the following:

- increase funding for research and development
- provide tax exemptions for businesses developing new technology
- increase spending on technology-related education
- establish public-awareness campaigns regarding careers in technology

(2 marks)

15. Paragraphs will be personal opinions. Students should realize there is no easy solution to the problem.

Suggested mark distribution:

- content, 6 marks
- organization, 2 marks

(8 marks)

Section 2: Technology in Canadian Industry

Key Concepts

- types of industry
 - primary
 - secondary
 - tertiary
 - quaternary
- role of worker
- innovations

Section 2 focuses on the following points:

- Canada is a country rich in natural resources, and it has responded to this richness by developing its primary industries.
- Current trends show that Canada is now becoming a country very much oriented to service industries.
- Seventy percent of employed Canadians are involved in tertiary industries.
- Innovations in technology cause industries in Canada to respond.
- As a result of industrial changes, the role of the worker has changed and will continue to do so.

Teaching Suggestions

- Use examples of industries in your area to make the material here relevant and concrete. If you can bring into the classroom representatives of the four types of industry it would be a great help.
- A survey of your class, school, or community to establish the relative percentages of people employed in the four types of industry could prove useful—and fun.

Section 2: Activity 1

1. to 4. Answers will vary. See that students have a sound general idea of the four types of industries.

Section 2: Activity 2

1. This chart is to be completed as students work through Activity 2. Answers will vary. What follows are examples.

Type of Industry	Personal Definition	Examples	Technological Advances
Primary Industry (pages 59 to 64)	<ul style="list-style-type: none"> collecting and using natural resources and raw materials 	<ul style="list-style-type: none"> fishing forestry mining agriculture 	<ul style="list-style-type: none"> fish preservation schooners; trawlers radar farm equipment crop rotation
Secondary Industry (pages 64 to 69)	<ul style="list-style-type: none"> manufacturing or turning raw materials into finished goods 	<ul style="list-style-type: none"> factory work refining oil making steel manufacturing clothing 	<ul style="list-style-type: none"> smelting of cast iron coil box
Tertiary Industry (pages 69 to 70)	<ul style="list-style-type: none"> distributing goods providing services 	<ul style="list-style-type: none"> health care restaurants mall merchants hairstyling music lessons 	<ul style="list-style-type: none"> computer cash registers
Quaternary Industry (pages 70 to 71)	<ul style="list-style-type: none"> storing and processing information 	<ul style="list-style-type: none"> large computer banks credit card verification 	<ul style="list-style-type: none"> automatic teller machines fax machines

2.
 - a. fishing
 - b. agriculture
 - c. forestry
 - d. mining
3.
 - a. The Canadian fishing time line should include most of these facts, in order:
 - Major fish catches were cod.
 - Dry or salted cod were shipped to Europe.
 - French used the method called "green cure."
 - English used "dry cure."
 - In the 1600s, most fishing was done inshore.
 - Trawlers and schooners were developed
 - In the 1800s, refrigeration was introduced.
 - Today radar and computers are used.

b. The Canadian agriculture time line should include most of these facts, in order:

- First European farms were on plains of St. Lawrence River.
- Farmers began to sell their crops instead of just using them for themselves.
- Improved mechanization led to more production.
- Canada was now producing more than it needed.
- CPR moved goods across Canada.
- Prairies were settled, and very productive farms were established.
- As time went on, fewer people were involved in farming.

4. See that posters reflect an understanding of the four main primary industries.

5. Look at the table on page 65 of your textbook. The table gives the amount of money (in millions of dollars) various Canadian industries made in four separate years. Use the information from the table to answer the following questions:

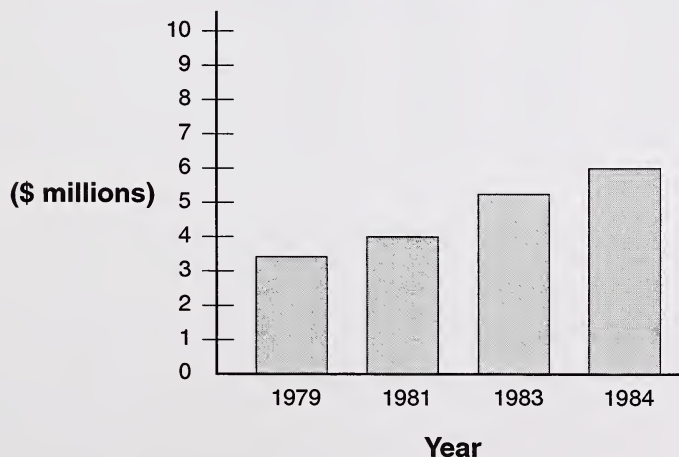
a. No, there were no decreases in money made from 1979 to 1984.

b.

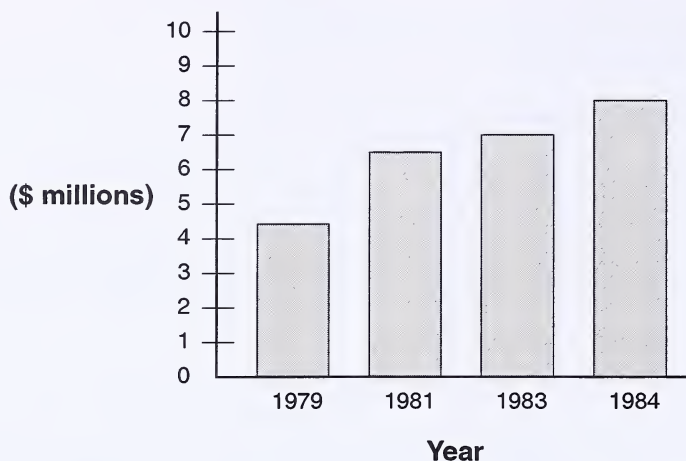
Industry		Amount of Gain
Transportation and equipment	Most Gain	\$18 249.2 million
Petroleum and coal products		10 966.0 million
Food and beverage		10 792.5 million
Leather	Least Gain	201.2 million
Machinery (except electrical)		334.7 million
Tobacco products		476.3 million

c. Answers will vary. Brainstorming would work well here.

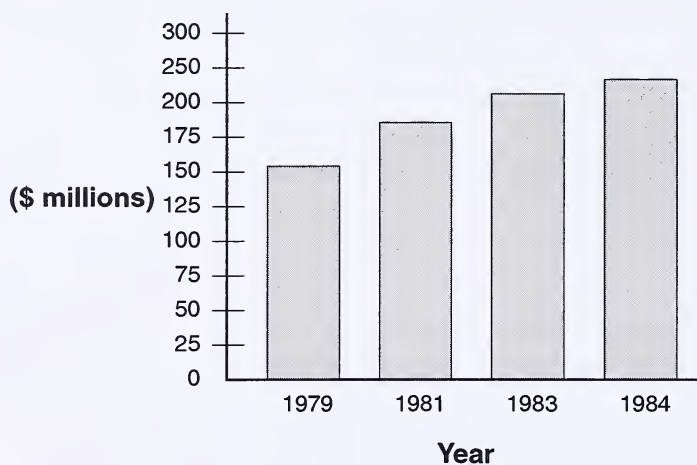
d. (1) **Money Made by the Clothing Industries**



(2) Money Made by Printing, Publishing, and Allied Industries



(3) Money Made by All Manufacturing Industries

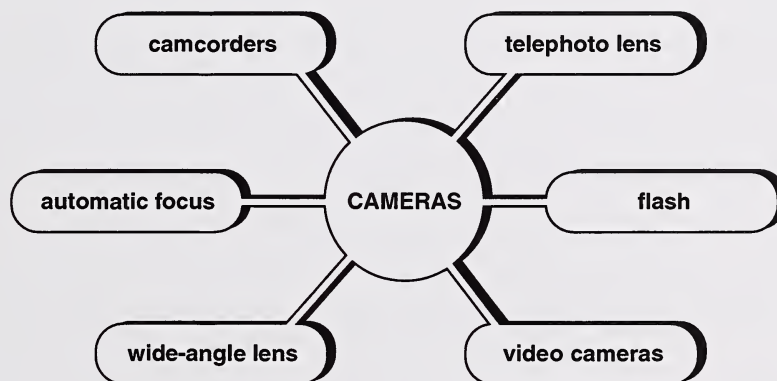


- e. The earnings of secondary industries in Canada have increased during this period.
6. a. The service industries show the greatest increase in the number of people they employ.
- b. Under "Goods Industries" the total number of people employed in 1981 as compared to 1987 has **decreased** by 2.6 percent.
- c. Under "Service Industries" the total number of people employed in 1981 as compared to 1987 has **increased** by 14 percent.
- d. In the last while, the trend has been more and more that there is a greater demand for service industries and a smaller demand for primary industries. It looks as if this trend will continue in the future.

7. a. Answers will vary. Probably most jobs will be service-related, as in these examples.

Type of Job	Type of Industry
doctor lawyer hockey player computer programmer model	tertiary tertiary tertiary quaternary tertiary

- b. Answers will vary.
8. Students may need a good deal of help with this question. This concept may be new to the students. It may be best approached as a topic for classroom discussion.
9. a. Answers will vary. An example is given for one of the topics.



- b. Answers will vary, but students will likely tend to point out that technology has advanced rapidly in recent years.

Section 2: Follow-up Activities

Extra Help

1. In Canada there are **four** main levels of **industry**. Fishing, **forestry**, and **agriculture** are good examples of **primary** industry in Canada. Such industries concentrate on the production and collection of **natural** resources and **raw** materials.

The process of turning resources into finished goods is called **manufacturing**. This process makes up the bulk of **secondary** industry. **Technological** advances in this sort of industry have helped create situations where many jobs that **humans** did previously are done by **machines**.

The **trends** in recent history have shown that the fastest growing industries in Canada are the **tertiary** industries.

The **processing** of information is the function of our newest group of industries. These, the **quaternary** industries, are a result of our ever-expanding need to keep and store information.

Inventions and hi-tech **innovations** have changed the types of **jobs** and the type of **education** needed for employment in our society. We must be able to **respond** to these changes with the times.

2. See that the poster reflects a knowledge of the primary industries in the area of the city selected.

Enrichment

1. **Textbook question 1:** INCO is one of Canada's largest mining companies. It is located at Sudbury, Ontario, and has been contributing to the problems of air pollution and acid rain.

Textbook question 2: The harmful emissions are made up of sulphur dioxide.

Textbook question 3: INCO has spent millions of dollars searching for ways to reduce its sulphur dioxide emissions. It has also taken an active part in land reclamation and reforestation around Sudbury.

Textbook question 4: The technology is concerned with the nurseries. Seedlings are grown almost a mile below ground all winter. In spring they are planted.

2. a. Try to encourage students to find businesses or products in which they are interested. Motivation to find out information is important. Information on how the product will affect the industry is also important, for example,
- loss of jobs
 - disadvantages
 - advantages
 - education
- b. The summary should include the factors in the preceding list as well as the students' own opinions on the direction in which the industry seems to be going.
- Do they agree with the direction?
 - How does it affect quality of life?

Section 2: Assignment Answer Key (30 marks)

1. B 3. D 5. A 7. D 9. B
2. C 4. B 6. B 8. A 10. D

(10 marks)

11. Students should be able to trace production of a box of cereal through the four types of industry. Following are possibilities.

Type of Industry	Involvement
Primary	<ul style="list-style-type: none"> • grain is grown to make the cereal • trees are cut to provide wood for paper products for the packaging
Secondary	<ul style="list-style-type: none"> • the grain is processed into cereal • wood is processed at pulp mills for packaging materials • packaging materials are manufactured
Tertiary	<ul style="list-style-type: none"> • cereal is transported to stores • cereal is sold in retail outlets • advertising of cereal takes place
Quaternary	<ul style="list-style-type: none"> • market research for product takes place • research for herbicides, fertilizers, and technological advances occurs

(8 marks)

12. Students have been introduced to the issue of an individual's right to privacy in Activity 2 of this section so expect a reasoned, well-written response.

Students should demonstrate an understanding of the concern that with modern technology, a great deal of personal information, such as financial information or criminal records, is available through electronic means. To some, this is an invasion of privacy because of the threat of knowledge getting into the wrong hands.

Students must take a position and support it. There is no right or wrong answer; but in responding, students must provide argumentation to support their points of view.

Suggested mark distribution;

- recognition of the reasons for concern about personal privacy, 4 marks
- defence of a point of view, 5 marks
- demonstration of quality of language and expression, 3 marks

(12 marks)

Section 3: Quality of Life and Our Changing Society

Key Concepts

- subjectivity of quality of life
- responses to technological advances
 - personal level
 - community level
 - provincial level
 - federal level
 - global level
- social change

Section 3 examines quality of life in our rapidly changing Canadian society. Some of the concepts it tries to communicate are these:

- Depending on time, personal tastes, and situations, ideas on quality of life may vary.
- There is no right or wrong answer when analysing what people feel to be important in their lives.
- We respond to technological advancement on a variety of levels.
- We do not always respond to change in the most positive way.
- Technology has caused much social change in Canadian society.
- This social change has shaped the norms and attitudes for Canadians today.
- One can only speculate as to what kind of effects technology will have on our lives in the future.
- People's opinion on the quality of their lives may change many times.

Teaching Suggestions

- Any activities comparing our own high-tech lives with those of Alberta's pioneers would be of help, for example, trips to museums, reading accounts of the experiences of pioneers and so on.
- Have class visits from local business people, professionals, trades people and so on to describe how technological advances have changed their jobs in recent years.
- Students often enjoy predicting the future (Activity 5). You can set up a variety of activities to challenge their creative powers in this area.
- As a course closer, discuss in some detail any changes of opinion that the concluding questionnaire (Activity 6) identified.

Section 3: Activity 1

Answers to the survey question will reflect personal attitudes.

Section 3: Activity 2

1. Here are a few possible answers. There may be others.

- | | | | |
|----------------|--------------|-------------|-------------|
| • refrigerator | • dishwasher | • VCR | • speakers |
| • oven | • sofa set | • stereo | • jacuzzi |
| • microwave | • TV | • CD player | • whirlpool |

2. Floor plans will vary depending on the imaginations of the students.

Remind students that there are many parts to both houses that are not mentioned. They must try to fill in the missing parts, for example, sleeping area, fireplace, and so on.

3. Answers will vary. Many students may feel that Ty Choice's wealth and material possessions make him very happy. It is a lifelong dream that he is now achieving. Others may feel that greed is not a positive feature to happiness. The western plains people might have been just as happy or happier because they did not have to worry about acquiring all that technology.
4. None of them are necessary for survival.
5. a. Here are possible reasons:

- He had a dream.
- All his friends had these things.
- They make life more comfortable.
- Ty wanted to make himself look good in front of other people.
- He wanted to make himself feel good about himself (i. e., improve his self-esteem).

- b. It is up to the personal beliefs of the students if these are good reasons. Some or all could be valid reasons in their minds.

6. Students must compare the results of all three surveys. Students should note in which specific areas their responses are similar and different. This could lead to an interesting classroom discussion.

Section 3: Activity 3

1. There is no answer to question 1.
2. The following are possible responses to this activity. Accept other reasonable answers.

Community Response: Live Aid

Issues

- a. starving people in Africa
- b. entertainers lending a helping hand
- c. people helping people

Personal Concerns

Who was actually involved in Live Aid?
 What can we do to help these starving people?
 Where does the money go?
 When can more help be provided?
 Why is there starvation in a world with so much technology?
 How is the money raised spent?

Community Response: Woman's Organization in Canada?**Issues**

- a. equal rights for women
- b. need for more women to be recognized
- c. changing role of women

Personal Concerns

Who were the founders of these organizations?
 What are the purposes of these organizations?
 Where do the basic problems lie in the lives of women?
 When did the need for these organizations occur?
 Why have women been discriminated against?
 How can we improve our treatment of women?

Community Response: Edmonton Recycling Society**Issues**

- a. destruction of our environment
- b. communities making a difference
- c. everyone pitching in to help

Personal Concerns

Who can we call for recycling information?
 What types of waste can be recycled?
 Where is this material that is to be recycled taken?
 When did we begin this careless abuse of our environment?
 Why did it take so long for us to figure out that these products were so harmful?
 How much difference can we make?

3.

Provincial Response: Pesticides in Ontario?**Issues**

- a. danger of pesticides
- b. government recognition and aid
- c. harmful effects on the environment and humans

Personal Concerns

Who is being harmed by these pesticides?
 What is the government doing to help solve this problem?
 Where are the biggest pesticide problems located?
 When can we expect to see some action take place about pesticides?
 Why were there no studies done until now?
 How is the environment affected?

Provincial Response: Reforestation in Alberta**Issues**

- a. making sure Alberta always has a forest industry
- b. new research to find ways to grow straighter trees
- c. _____

Personal Concerns

Who is benefitting from this tree research?
 What type of trees are being grown?
 Where are the best forests in Alberta?
 When did this type of research begin?
 Why is there a need for this type of research?
 How will this research affect the Canadian economy?

4.

Federal Response: CAN-MATE**Issues**

- a. importance of research and development
- b. taxpayers' money going towards technological development
- c. improving productivity the ultimate go

Personal Concerns

Who decides who receives this money?
 What types of technology have resulted from this money?
 Where does the money come from?
 When did the government begin this program?
 Why is research and development so important to our economy?
 How does an inventor go about applying for one of these grants?

Federal Response: The Dubin Inquiry**Issues**

- a. negative side effects of steroids
- b. pressures on our athletes today
- c. steroid trafficking to athletes

Personal Concerns

Who is distributing and administering the steroids to athletes?
 What are some of the effects of steroids on the human body?
 Where did he get them?
 When did Ben Johnson begin taking steroids?
 Why do we put so much pressure on our athletes today?
 How can we learn from the mistakes of Ben Johnson?

5.

Global Response: McDonald's in the former USSR

Issues

- a. Soviet consumer demand for McDonald's
- b. bringing a capitalistic business to a centrally planned economy
- c. _____

Personal Concerns

Who benefits by bringing McDonald's to the former USSR?

What changes will be made to the Soviet McDonald's?

Where was the problem when this venture was tried in the past ?

When did the McDonald's in the former Soviet Union open for business?

Why would the people of the former Soviet Union want to buy McDonald's food?

How will this affect the people of the former Soviet Union?

Section 3: Activity 4

What follows are possible answers.

Event	Social Change
Technology in Farming	<ul style="list-style-type: none"> • Farmers produced more than their families needed. • Crops were transported and sold. • New farming equipment resulted in farmers needing fewer workers. • People then moved into cities to work in factories.
Industrialization	<ul style="list-style-type: none"> • As people moved to the city to work in factories, the role of family members changed. • Men usually went to work in the factory while woman stayed home and children went to school. • There was less family involvement in education, work, and leisure time. • The role of women began to change; they were accepted in professions such as nursing and secretarial work. • The family changed from producer to consumer. • More leisure time was created.
Improvements in Communication	<ul style="list-style-type: none"> • Telephone and railroads linked people together throughout the country. • Radio gave families a reason to be together.
Improvements in Transportation	<ul style="list-style-type: none"> • Railroads made the transport of goods and people easier.
Social Reform	<ul style="list-style-type: none"> • The social welfare structure in Canada was strengthened. • The Unemployment Act was passed in 1940. • The Family Allowance Act was passed in 1944. • The hospital insurance plan was passed in 1945.

Section 3: Activity 5

1. Answers will vary. This might make a good brainstorming exercise.
2. Drawings will vary. Examine them for creative ideas rather than artistic ability.
3. This is a more serious question than the two that preceded it. See that students show an understanding of the relationship of technology to quality of life.

Section 3: Activity 6

1. The questionnaire is the same one that the students filled out in Module 5.
2. Students should carefully check any answers that differed from those on the first questionnaire. If their opinions have changed at all from the first questionnaire, they should be able to explain why. Students should demonstrate a better understanding of the effects of technology and the uses to which technology is put.

Section 3: Follow-up Activities

Extra Help

1. Students should be able to create a list of factors important to the quality of their lives. Some examples will likely be as follows:
 - parents
 - leisure time
 - freedom
 - brothers and sisters
 - friends
 - clothing
 - wealth
 - popularity
 - education
 - religion
 - health
 - job
 - threat of nuclear war
 - environment
2. Students may need help with this project. It will be necessary to supply string, scissors, glue, tape, and something to serve as the cross-pieces in the mobiles, for example, plastic straws, pencils, or thin dowels.
3. Answers will vary. Here is an example to give the students if they need it.

Type of technology: Mass Production—the ability to produce a large quantity of a commodity in a short period of time	
Positive Uses	Negative Uses
<ul style="list-style-type: none"> • more production to meet high demand • lower prices because of quantity made • all items identical • more people employed 	<ul style="list-style-type: none"> • no unique products • jobs in mass production usually mindless and boring • less pride in workmanship
Students should be able to give reasons for their opinions about the type of technology they are discussing based on their list of positive and negative uses.	

Enrichment

1. This letter to Terry Fox or Rick Hansen should be of a personal and friendly nature. The majority of the content will be students' personal feelings on what these two Canadians accomplished. Some mention of what they did for Canada and the pride they created for our country should also be mentioned.
2. This activity allows students to use their imaginations, think about their inventions and, most of all, to enjoy themselves. Here is an example to guide students if they need it.

a.

What is the name of the product?	Compu-Hair
What is the purpose of the product?	This is a computer that allows customers to choose the exact type of haircut they want. A computerized hair cutter does the job to perfection.
Who will buy the product?	People who have been disappointed by their hairdressers or who care about their appearance can buy it.
Why will they buy it?	They will buy it because they will be guaranteed the exact type of hairstyle they want.
How much will it cost?	The cost of each computer analysis and hair cut will be \$50.

- b. The commercials students write is, again, something that is completely up to their imaginations. If students have access to a video recorder or audio recorder, encourage them to use this equipment.
3. Answers to all parts of this question will vary, and should provide a good basis for a discussion.
4. a. Students' ideas on what to include in a time capsule will vary. Here are a few things they may suggest:
 - pair of jeans
 - home computer
 - cell phone
 - skateboard
 - video game
 - one-size-fits-all T-shirt
- b. Answers will vary, and will depend on the students' knowledge of technology and their imaginations. Some items that might be included are as follows:
 - flying vehicles
 - travel brochure to the moon or Mars
 - robot maids for the home
 - picture telephones
 - home computers that act as teachers

Section 3: Assignment Answer Key (40 marks)

1. Answers may vary, the following are possibilities.
 - a.
 - i. This may give the person more time as time would no longer be spent commuting to and from work. It could also give extra money as there would be a reduced cost for transportation if the individual was not travelling to and from work. Other related factors should be considered.
 - ii. If fewer vehicles are used by people commuting to work and back, it saves resources for future generations and also results in less pollution from less emissions into the atmosphere. Other possibilities could be considered.
 - b.
 - i. It may make banking more convenient and save time waiting in line-ups. One negative effect could be that it reduces the number of human tellers needed and as such could create more unemployment.
 - ii. Answers will need to relate to people enjoying this service and, perhaps, being less stressed thus adding positively to society. A negative aspect may be the de-humanizing of society by reducing social interaction. Students may wish to comment on jobs being taken over by machines.
 - c.
 - i. Students will likely comment on the convenience of having the information and entertainment readily available and not needing to go out for it. One negative factor that might be mentioned is that if people spend too much time in front of the television, they may not get enough exercise. Again, students may comment on lack of social interaction.
 - ii. Students will need to convert individual benefits to society as a whole.

(15 marks)

2. This position paper should be marked according to the following criteria:

- Content, 12 marks
 - accuracy of information
 - essential information
 - absence of needless information
 - sustained discussion
 - understanding of the major issue(s)
 - ability to see the issue in its context
 - unity and coherence
- Form, Organization, and Style, 5 marks
 - introduction and conclusion
 - sentence structure
 - paragraphing
 - spelling
 - general impression
- Judgment, 8 marks
 - a clear statement of position
 - the use of a wide variety of evidence

(25 marks)

Final Test

Security

Included here is the answer key to the Final Test and the student's copy of the Final Test. Teachers should keep these secure against unauthorized student access. Students should not have access to the test until it is assigned in a supervised situation. The answers should be stored securely and retained by the teacher at all times.

SOCIAL STUDIES 9

FINAL TEST ANSWER KEY

Part A: Multiple Choice (25 marks)

- | | | | | |
|------|-------|-------|-------|-------|
| 1. B | 6. A | 11. C | 16. B | 21. B |
| 2. D | 7. C | 12. B | 17. D | 22. A |
| 3. C | 8. B | 13. A | 18. A | 23. C |
| 4. C | 9. A | 14. A | 19. D | 24. D |
| 5. D | 10. A | 15. B | 20. D | 25. A |

Part B: Matching (10 marks)

- | | | | |
|------|-------|-------|-------|
| 1. D | 6. I | 11. T | 16. Q |
| 2. M | 7. R | 12. N | 17. G |
| 3. H | 8. A | 13. E | 18. L |
| 4. D | 9. C | 14. J | 19. S |
| 5. P | 10. K | 15. B | 20. F |

Part C: Short Answer (35 marks)

- Answers should include such points as these:
 - Entrepreneurs own and create business.
 - They hope to profit but are prepared to accept a loss.
 - They are the moving force behind the market economy.
 - They make economic decisions based on what they perceive to be consumer demand.
- Answers should explain problems workers can suffer in a market economy, for example, the threat of unemployment, low wages, dangerous working conditions, no provision for security in old age. It is in the interests of capitalists to perpetuate such a system, hence the need for unions to negotiate with employers.
- Answers should refer to the balance between market elements and command elements achieved in a mixed economy. Some businesses are in the hands of private companies—the private sector—while others are controlled by the government—the public sector. In a mixed economy, it is believed that in some areas the government should exercise control for the public good.
- Answers should explain that *standard of living* refers to material well-being of individuals—their ability to satisfy their material wants and needs. By contrast, *quality of life* is broader, taking into account standard of living as well as intangibles such as values, happiness, feelings of self-worth, and contentment with life.
- Answers should explain that a corporation is a business organization made up of an aggregate of people acting as one unit. Members have limited liability; they are stockholders, owning shares in the corporation and liable only to the extent of their holdings.
- Answers should explain that a consumer is someone who buys and uses goods and services. The consumer movement is a movement that has developed to protect consumers from dishonest or unscrupulous producers and to educate consumers as to the choices they make in purchasing goods and services.
- Answers should point out that, unlike Marx, Lenin was not content to wait for an inevitable revolution to occur when the proletariat would arise and overthrow the bourgeoisie. Rather, he believed that a small group of dedicated revolutionaries should work at bringing about the revolution.

8. Answers should explain that major economic decisions were made by Communist Party leaders. *Gosplan*, the State Planning Commission, then set targets and goals and passed them down to individual ministries (for example, the Ministry of Automotive Industry) where more detailed targets were established. From these, managers of factories and farms made up reports of what they would need to produce what was expected of them. These went up the chain to *Gosplan* again, where sometimes adjustments were made and revised plans sent back down.

Generally, this procedure had been carried out by way of long-term five-year plans, a system established by Stalin. Each plan had a different emphasis, for example, heavy industry or agriculture.

Part D: Essay (30 marks)

Students are to write on **one** topic only. If they write on more than one topic, mark only their first answer.

Mark principally for content, but check also for correct essay form, style, and mechanics. See that students support the points they make with concrete examples where applicable.

Topic 1

Here are some possible advantages:

- opportunity to make a lot of money
- variety of products available
- quality in products as a result of competition
- low prices as a result of competition

Here are some possible disadvantages:

- little job security
- little old-age or disability security
- threat of low wages because of labour oversupply
- threat of dangerous and unhealthy working conditions

Accept other reasonable ideas. Students are to conclude by saying whether or not such a system is desirable. Look for defence. Accept answers that opt for a mixed economy if properly defended.

Topic 2

Here are some possible geographic factors:

- vast spaces—communication and transportation problems
- variety of ethnic groups
- resources spread over large area
- population centred in European part

Here are some possible historic factors:

- tradition of authority rather than democracy
- existence of serfdom until 1861
- absence of capitalists with enough money for large projects: thus state had to take over
- hence government ownership of railroads and heavy industry
- most factories thus very large, hence organizing labour easy
- after revolution, total governmental control of industrialization

Accept other ideas if they are reasonable and clearly explained.

Topic 3

Here are some possible positive effects:

- less heavy work
- more leisure time
- better medical care
- improved communications
- more interesting life-styles
- less tedious work
- more conveniences in life

Here are some possible negative effects:

- pollution—acid rain, garbage, greenhouse effect, etc.
- increased materialism
- loss of non-materialistic values
- loss of jobs as a result of new technology
- increase in skills needed for job market
- increased rate of resource depletion

Accept other reasonable ideas. Students are to conclude by explaining to what degree they think the government should involve itself in controlling the impact of technological growth. Answers should show that they understand what government can do to control this impact and what some of the implications are of exercising such control.

SOCIAL STUDIES 9

FINAL TEST

GENERAL INSTRUCTIONS

YOU HAVE **TWO HOURS** TO COMPLETE THIS TEST. Work through the entire test answering the questions you are sure you know. You will then be able to concentrate on the questions of which you are not quite sure.

TOTAL MARKS: 100

PART A: Multiple Choice 25 marks

PART B: Matching 10 marks

PART C: Short Answer 35 marks

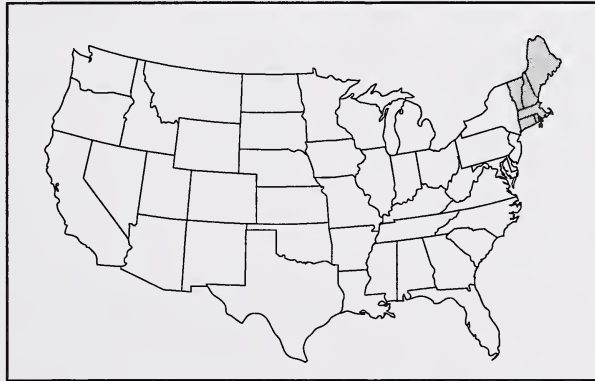
PART D: Essay 30 marks

PART A: MULTIPLE CHOICE**Value
25**

All multiple-choice questions must be answered on the Part A Response Page included in your test.

Read each question carefully and decide which of the choices **BEST** completes the statement or answers the question. Locate the question number on the Response Page and place the appropriate letter in the space provided.

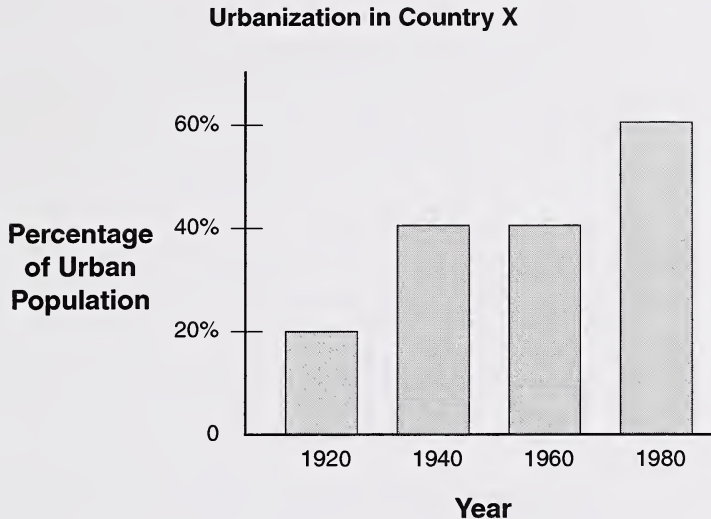
Use the following map to answer question 1.



1. On the map of the United States, the states shaded in are known as the
 - A. Midwestern states
 - B. New England states
 - C. Mid-Atlantic states
 - D. Pacific states
2. According to the economic theory of mercantilism
 - A. raw materials were produced in the mother country
 - B. the mother country became a market for finished, manufactured, goods
 - C. a country should have fewer exports than imports
 - D. the mother country imported raw materials from its colonies
3. The modern view of the Industrial Revolution holds that
 - A. the revolution was caused by a number of skilled inventors in the British textile industry
 - B. changes in the textile industry encouraged similar changes in other industries
 - C. the revolution could not have occurred had conditions in England not been right for economic growth
 - D. the revolution really began in the United States rather than in England

4. Which is the **best** definition of *entrepreneur*?
- A. a risk taker
 - B. someone who manages a business
 - C. someone who manages a business with the intent of profiting but at the risk of losing
 - D. an undertaker
5. Which of the following is associated with the development of labour movements?
- A. Donald Trump
 - B. John D. Rockefeller
 - C. F. D. Roosevelt
 - D. Samuel Gompers
6. As the American economy developed, the **second** pattern of business that developed was the
- A. partnership
 - B. corporation
 - C. proprietorship
 - D. trust company
7. "Don't be the only household on the block without a new *Puppyfresh* automatic dogwasher."
- The advertising technique shown here is
- A. glittering generalities
 - B. testimonial
 - C. bandwagon
 - D. plain folks
8. Which of the following is **not** a major river of the former Soviet Union?
- A. the Volga
 - B. the Danube
 - C. the Don
 - D. the Lena
9. Which of the following pairs goes together?
- A. the Russian Riviera—Mediterranean climate
 - B. excellent crops, if irrigated—vertical climate
 - C. hunting and trapping—semiarid climate
 - D. like Canada's prairie—arid climate

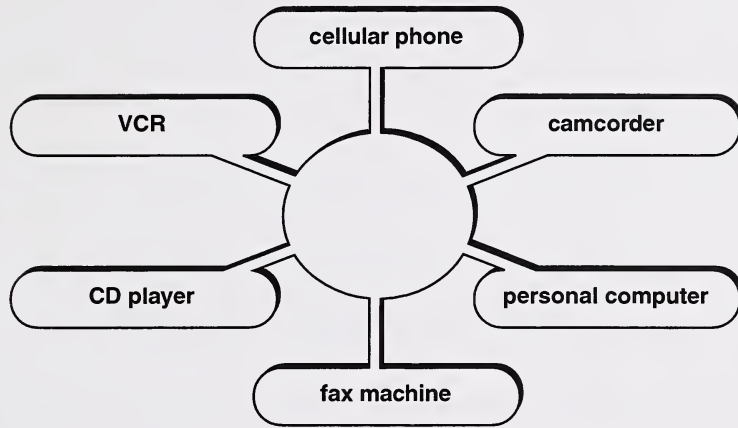
Use the following bar graph to answer question 10.



10. From the bar graph it can be concluded that Country X is probably
- A. becoming increasingly industrialized
 - B. increasing in population
 - C. decreasing in population
 - D. moving away from highly mechanized farming
11. Which of the following statements about Russian industrialization is true?
- A. It really began in the reign of Nicholas II.
 - B. Entrepreneurs played a major role in developing large industrial projects.
 - C. Russia began to industrialize later than did England, France, and Germany.
 - D. The Russian government refused to build the railways necessary for the transportation of goods.
12. Which of the scales that follow is correct?
- A. left ← capitalism → socialism right
 - B. left ← command economy → free enterprise right
 - C. left ← central planning → Marxism right
 - D. left ← market economy → capitalism right

13. Lenin differed from Marx in that Lenin believed that
- A. the revolution should be organized by a group of revolutionaries
 - B. the state would wither away after the revolution
 - C. the revolution would occur, and that we should just wait for it
 - D. after the revolution things would sort themselves out on their own
14. Which of the following was **not** a factor in the Tsar's power base in Russia?
- A. the support of the Bolsheviks
 - B. the army
 - C. the beliefs of the Russian people
 - D. the secret police
15. The ultimate economic problem every society must solve is that of
- A. poverty
 - B. scarcity
 - C. unlimited resources
 - D. urbanization
16. Which of the following is **not** one of the three *factors of production*?
- A. land
 - B. agricultural products
 - C. human labour
 - D. capital
17. Country Y has a G.N.P. of \$300 000 000 000 and a population of 125 000 000. The per capita income for Country Y is
- A. \$3000
 - B. \$416
 - C. \$24 000
 - D. \$2400
18. Traditionally, in the former Soviet Union
- A. the price of goods has been fixed by the government
 - B. there has been much unemployment
 - C. there has been a great deal of inflation
 - D. there has been an oversupply of consumer goods

Use the following concept map to answer question 19.



19. The best label for the centre circle in the preceding concept map is
- A. Office Technology
 - B. Technology of the Canadian Household
 - C. Twentieth-century Technology
 - D. Recent Technological Advances
20. "Certainly I think we must conserve nature, but what about the people who depend on primary industries for a living? Can we just throw loggers and trappers, for example, completely out of work?"

The person who made this statement

- A. is probably a committed conservationist
 - B. has no sympathy for the position of conservationists
 - C. thinks only of jobs
 - D. seems able to see both sides of the issue
21. Which of the following is **not** a serious Canadian problem created by technology?
- A. Urbanization has concentrated people and their waste.
 - B. PCBs are being incinerated at high temperatures.
 - C. Cities have been built on some of our best agricultural land.
 - D. Our environment has become polluted.
22. Which of the following is an example of a quaternary industry?
- A. collecting data on unemployed people
 - B. selling insurance
 - C. teaching
 - D. manufacturing computer chips

23. The fastest-growing type of industry in Canada is
- A. primary
 - B. secondary
 - C. tertiary
 - D. quaternary
24. The three stages of economic growth recognized by most supporters of the modern theory of the Industrial Revolution are in their correct order
- A. enclosure – mechanization – automation
 - B. domestic system – mass production – automation
 - C. mechanization – industrialization – mass production
 - D. mechanization – mass production – automation
25. Which of the following is most likely to be true of a pure free-enterprise market economy?
- A. Risk taking is an important part of economic life.
 - B. Unemployment is all but eliminated.
 - C. Health care is provided free by the government.
 - D. Competition is done away with.

PART A: RESPONSE PAGE

- | | | | | |
|----------|-----------|-----------|-----------|-----------|
| 1. _____ | 6. _____ | 11. _____ | 16. _____ | 21. _____ |
| 2. _____ | 7. _____ | 12. _____ | 17. _____ | 22. _____ |
| 3. _____ | 8. _____ | 13. _____ | 18. _____ | 23. _____ |
| 4. _____ | 9. _____ | 14. _____ | 19. _____ | 24. _____ |
| 5. _____ | 10. _____ | 15. _____ | 20. _____ | 25. _____ |

PART B: MATCHING**Value**

Match the following names or terms with the descriptions that come after. Use the Part B Response Page that follows to indicate your answers.

10**Terms and Names**

- | | | |
|------------------------|---------------------|-------------------------|
| 1. indentured servant | 8. J.D. Rockefeller | 15. Gosplan |
| 2. command economy | 9. Adam Smith | 16. Ralph Nader |
| 3. capital | 10. Bolsheviks | 17. scarcity |
| 4. recession | 11. Eli Whitney | 18. privatization |
| 5. tariffs | 12. Duma | 19. binding arbitration |
| 6. monopoly | 13. Rasputin | 20. Crown corporation |
| 7. creative innovation | 14. Karl Marx | |

Description

- A. Standard Oil Trust war
- B. top Soviet economic planning board
- C. father of capitalism
- D. someone working under contract for a set time
- E. advisor to the Tsar and Tsarina
- F. C.B.C., for example
- G. a resource problem
- H. money or property that can be invested
- I. a market that one company controls
- J. the man who gave Lenin his principal ideas
- K. Lenin's revolutionary group
- L. the selling of public-sector business to the private sector
- M. an economic system whereby decisions are made by way of central planning
- N. Russian parliament
- O. a period of decline in an economy
- P. taxes on imports
- Q. a fighter for consumer rights
- R. the imagining—and producing—of something that had not existed
- S. a collective bargaining procedure
- T. cotton gin inventor

PART B: RESPONSE PAGE

- | | |
|-----------|-----------|
| 1. _____ | 11. _____ |
| 2. _____ | 12. _____ |
| 3. _____ | 13. _____ |
| 4. _____ | 14. _____ |
| 5. _____ | 15. _____ |
| 6. _____ | 16. _____ |
| 7. _____ | 17. _____ |
| 8. _____ | 18. _____ |
| 9. _____ | 19. _____ |
| 10. _____ | 20. _____ |

PART C: SHORT ANSWER**Value**

Answer the questions that follow in complete sentences. Put your responses in the appropriate spaces on the response pages provided.

35

Be sure to read and think about each question thoroughly before you respond.

1. Briefly explain the role of the entrepreneur in a free-enterprise market economy. **(4 marks)**

2. In a sentence or two, explain why labour unions developed. **(4 marks)**

3. Canada has a *mixed economy*. What does this mean? In your answer, refer to both the *public* and *private sectors*. **(5 marks)**

4. How does *standard of living* differ from *quality of life*? **(4 marks)**

5. In two or three sentences, explain what a corporation is and how it works. **(5 marks)**

6. Explain the terms *consumer* and *consumer movement*. **(4 marks)**

Part C: Short Answer

7. How did Lenin’s ideas on the communist revolution differ from those of Marx? **(4 marks)**

8. In three or four sentences, explain how economic planning was carried on in the former Soviet Union. In your answer, refer to five-year plans and *Gosplan*. **(5 marks)**

PART D: ESSAY

Value Choose **ONE** of the three topics that follow for your essay.

30 **Be sure to indicate your choice of topic.**

If you write on more than one topic, **ONLY** the first will be marked.

Read all parts of the assignment carefully.

Complete your essay in the space provided. There are pages provided for planning, for drafting, and for your finished work. Your essay must include a title, introductory and concluding paragraphs, and several other paragraphs showing your knowledge and understanding of the topic. Be specific; back up points you make with examples.

Topic 1

A free-enterprise market economy presents individuals with both advantages and disadvantages.

Show that this is true by pointing out the principal advantages and disadvantages of such an economic system. Then explain whether or not you think a market economy is desirable.

Topic 2

Industrialization in the former Soviet Union followed a very different pattern than it did in England largely because of geographic and historical influences. Explain how its geography and history influenced industrialization in the former Soviet Union.

Topic 3

Today in Canada, rapidly developing technology is having a tremendous impact on people's lives. Outline some of the chief positive and negative effects of technological development on our quality of life, and explain to what degree you think the government ought to control the impact of technological growth.

Rough Work

(Marks will not be given for work done on this page.)

Rough Work

(Marks will not be given for work done on this page.)

Part D: Response Page

I am writing on Topic_____.

[illegible]

(There is more room for your answer on the next page.)

Lined area for writing answers, consisting of multiple horizontal lines.

TEACHER QUESTIONNAIRE FOR SOCIAL STUDIES 9

(© 2000)

This course is designed in a new distance learning format, so we are interested in your responses. Your constructive comments will be greatly appreciated, as future course revisions can then incorporate any necessary improvements.

Teacher's Name _____ Area of Expertise _____

School Name _____ Date _____

Design

1. The modules follow a definite systematic design. Did you find it easy to follow?

☐ Yes ☐ No If no, explain.

2. Did your observations reveal that the students found the design easy to follow?

☐ Yes ☐ No If no, explain.

3. Did you find the Learning Facilitator's Manual helpful?

☐ Yes ☐ No If no, explain.

4. Part of the design involves stating the objectives in student terms. Did you find this helped the students understand what they were going to learn?

☐ Yes ☐ No If no, explain.

5. The Learning Facilitator's Manual contains answers to the questions in the Assignment Booklet and may include a sample test. Did you find these helpful?

☐ Yes ☐ No If no, explain.

6. Did the Follow-up Activities prove to be helpful?

☐ Yes ☐ No If no, explain.

7. Were students motivated to try these Follow-up Activities?

☐ Yes ☐ No If no, give details.

8. Suggestions for computer and video activities may be included in the course. Were your students able to use these activities?

☐ Yes ☐ No Comment on the lines below.

9. Were the assignments appropriate?

☐ Yes ☐ No If no, give details.

10. Did you fax assignments? ☐ Yes ☐ No

11. If you did fax, did you get satisfactory results from using this procedure?

☐ Yes ☐ No If no, give details.

Instruction

1. Did you find the instruction clear?

☐ Yes ☐ No If no, give details.

2. Did your observations reveal that the students found the instruction interesting?

☐ Yes ☐ No If no, give details.

3. Did you find the instruction adequate?

☐ Yes ☐ No If no, give details.

4. Was the reading level appropriate?

☐ Yes ☐ No If no, give details.

5. Was the workload adequate?

☐ Yes ☐ No If no, give details.

6. Was the content accurate and current?

☐ Yes ☐ No If no, give details.

7. Did the content flow consistently and logically?

☐ Yes ☐ No If no, give details.

8. Was the transition between booklets smooth?

☐ Yes ☐ No If no, give details.

9. Was the transition between print and media smooth?

☐ Yes ☐ No If no, give details.

Additional Comments

Thanks for taking the time to complete this questionnaire.
Your feedback is important to us. Please return this
questionnaire to the address on the right.

Fax Number: (780) 674-6561

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Learning Technologies Branch
Box 4000
Barrhead, Alberta
T7N 1P4

Note: Please ensure that each of your students has completed and forwarded a copy of the Course Survey.

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